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ABSTRACT

Project Homebound, a pilot demonstration program in the use of volunteers as a means of attacking adult illiteracy, proved operational in Butte, Montana. Home bound instructors were divided into six teaching teams, each comprised of a certified teacher who served as team leader and designed the materials used, two teacher's aides who recruited students and prepared and taught the materials, and five volunteers who conducted classes in private homes one night each week with the teacher as support. Daily two-hour inservice training was given to both aides and volunteers by team teachers and consultants. The 22 staff members hired attended a 30-hour workshop for both staff and volunteers which emphasized the psychology and teaching of adults and the types and use of instructional materials. Homebound classes began on October 5, 1970 with 81 students and ended on June 30, 1971 with 342 students. The project was structured into three phases. Phase I was the enrollment and individual home instruction of students in organized "kitchen classes." Phase II involved the grouping of students into classes at neighborhood centers. Phase III involved the initiation of an eventual take-over by volunteers. The project proved to be an effective vehicle for adult basic education home instruction. (Author/DB)

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PROJECT TO UTILIZE VOLUNTEERS

IN ELIMINATING ADULT ILLITERACY

*

SCHOOL DISTRICT #1
BUTTE, MONTANA
BUTTE VOCATIONAL-TECHNICAL CENTER

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OFFICE OF EDUCATION GRANT NUMBER OEG-0-70-5154 (324)
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PROJECT HOMEBOUND

FINAL REPORT

ACKNOWLEDGEMENTS

THIS FINAL REPORT IS THE WORK OF MANY PEOPLE: BUTTE VOCATIONAL TECHNICAL CENTER STAFF, PROJECT HOMEBOUND STAFF AND, IN PARTICULAR, IT REFLECTS THE WORK OF THE DEDICATED VOLUNTEER TEACHERS WHO MADE THIS PROJECT OPERATIONAL

P. M. HARSTEAD

PROJECT DIRECTOR

PROJECT HOMEBOUND

PREFACE

A FABLE: THE WRAP UP

In September it was a glittering package, tightly wrapped, large, and provocative. Its contents were well-hidden, but it surely was not just a single item for one person to unwrap. Many were needed to untie it.

The string unraveled in the first two weeks. Twists, knots, and the frayed ends remained. The wrappings became less shiny, their edges jagged with impatient handling and some over-anxious carriers. By Christmas when packages usually take on great appeal, the luster of this one faded and its contents rattled from over-expectancy. The package was laid aside in lieu of others during the holiday season. Its opening would require more cooperation, understanding, perseverance, and patience.

By the beginning of 1971 the box began to expand. The handlers found their direction and the inquisitive peekers began to see something. A barter! One had to give to receive. The covering fell off, the box opened gradually. Each saw something different inside and out. Like Pandora's box there was variety in the contents, but Hope remained inside.

By June the many pieces fell to each lucky one who first beheld the package. What did you receive?

Today an empty carton lies in the corner waiting to be refilled and unpacked by others. What have you given?

Vernetta Kommers

Master Teacher

Project Homebound

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SECTION "A"

PROJECT ABSTRACT

PROJECT ABSTRACT

Project Homebound, a demonstration program in the use of volunteers as a means of attacking adult illiteracy, proved operational in Butte, Montana. The Adult Basic Education program which included communication and computation skills functioned to bring education into the homes and neighborhoods of Butte adults. Surveys indicated that conditions in Butte coincided with conditions nationally and that fewer than five percent of the people in need of basic education actually received it. Project Homebound rested on a simple axiom: If the urban person in need of education could not or would not come to class, the educator should go to him.

Project Homebound was a pilot program in the United States and was conceived by Dave Keltz of the Butte Vocational-Technical Center and Bill Milligan of the Butte Model City Agency. Homebound instructors were divided into six teaching teams, each comprised of a certified teacher who served as team leader and designed the materials used, two teacher's aides who recruited students and prepared and taught the materials, and five volunteers who conducted classes in private homes one night a week with the teacher as support. Daily two-hour in-service training was given to both aides and volunteers by team teachers and consultants.

The first year of operation anticipated 300 persons in need of Adult Basic Education in the Butte area. Funds were received from Model Cities, School District Number 1, and the Department of Health, Education, and Welfare. During the First Action Year a staff of

22 persons was hired; this included the Project Director, Assistant Director, six Master Teachers, twelve Teacher Aides, one Clerk-Typist, and a part-time Counselor. To insure the smooth functioning of the program, a permanent Advisory Committee was established.

Before any instruction began, a 30-hour workshop was conducted to train staff and volunteers in the psychology and teaching of adults, and on the types and use of instructional materials. Student recruitment began September 17, 1970, utilizing a list of names compiled through multi-agency co-operation in Butte and other personal and media contact methods. Homebound classes started October 5, 1970, with eighty-one students and terminated on June 30, 1971, with 342 students.

A progress study was conducted in late November to ascertain that each student was being properly taught. The overall response to Project Homebound was highly favorable. A second drive for student recruitment began November 15, 1970; new students were enrolled daily. A general breakdown of the 342 was as follows: one-sixth were foreign-born; one-third were members of the predominant Indian and Mexican-American minority groups; one-half were native Caucasians.

Natural sequence structured Homebound into three phases. Phase I was the enrollment and individual home instruction of students in organized "kitchen classes". Phase II involved the grouping of students into classes organized at neighborhood centers in which students moved from a one-to-one situation in the home to group instruction classes (feeder aspect). Phase III involved the initiation of an eventual take-over by volunteers. New approaches such as this must replace

traditional educational methods to appeal to ABE students and to deliver the core curriculum of an ABE program.

The utilization of volunteers as teachers has been successful only to a degree, as incompetent and unreliable volunteers have had to be replaced. The quest for dedicated volunteers, which continued throughout the duration of the program, was circumvented by the enlistment of certified teachers, as well as business and professional people. At the termination of the program the teacher aides have been teaching ABE students and through on-the-job training have acquired confidence and skill as teachers.

Homebound has received the support of the entire community of Butte and the feasibility of home instruction has been demonstrated statistically by student enrollment and retention. Finally, the project has proven itself an effective, operational vehicle in ABE home instruction in Butte, Montana, and could be utilized to great advantage in other American cities.

SECTION "B"

PURPOSE AND PROCEDURES

PROJECT HOMEBOUND

Purpose and Procedures

Project Homebound was intended to serve as a demonstration of the use of volunteers in a homebound method of attacking adult illiteracy in urban areas. One of the less desirable characteristics of an industrial community is the exaggerated rate of illiteracy or semi-literacy. It has become axiomatic in American society that the individual with limited education is confronted with limited opportunity. In general industrial centers provide the greatest, though limited, opportunity for the semi-literate and illiterate individual. Faced with a serious deficiency in the basic skills of reading, communications, and mathematics, the disadvantaged individual ekes out a meager existence at best. Even when fully employed he cannot command more than a minimal wage scale and is the first to feel the effects of a reduction in labor force or the caprice of an "economy drive." Trapped in an ever tightening concentric descent into oblivion, the functional illiterate is eventually categorized as a chronic welfare case, with the noncommitant negative self-image, and the welfare cycle is begun for another loss to society.

Project Homebound, a program of instruction in basic literacy, brought into the homes of participants and open to the surrounding neighborhood did much to eliminate one of the greatest hazards to economic self-sufficiency in an industrial community. To this end and to preclude the need for a costly and unwieldy educational process

volunteers were used as teachers for "kitchen classes", donating one evening a week to meet with up to 10 students in the homes of one or more of the participants. Through the use of volunteers, the eradication of illiteracy became an altruistic community project in keeping with the finest of American traditions.

It is recognized that one of the greatest deterrents to individuals participating in the usual adult basic education classes is the multiplicity of factors in the problem of leaving the home to attend the class. By enrolling in a public school sponsored ABE class, an individual gives evidence to peers, colleagues and neighbors that he is in need of literacy training. Therefore the act of attending class becomes a source of embarrassment. In addition the need for transportation particularly in times of severe weather conditions may become a determining factor in attendance. In homes with one parent, or in homes where both parents are in need of literacy training, care for children often precludes attendance at classes located (of necessity) some distance from the home.

Procedures

A two week training session was conducted for 30 volunteers, twelve teacher aides and six teachers. The general theme of training was orientation to teaching adults in basic literacy training. Classes in psychology of adult learning, life-style of the educationally disadvantaged, counseling and testing adults and techniques of teaching adults were included. A block of time was spent on methodology and techniques of individually prescribed instructions.

Participants of the training session were divided into six teams composed of a teacher, two teacher aides and five volunteers for each team. The concept of field operation was to have a volunteer conduct an ABE class in a private home one night each week with an experienced, trained teacher for support, and using materials as prepared by teacher aides. The experienced teacher was the team leader, assisting volunteer teachers as needed and designing and devising materials to be prepared by teacher aides.

An organization of volunteers was formed with a direct liaison and support from the Butte Vocational Technical Center. The organization was guided by the project director during its first year of existance to provide for a self-perpetuating effort. Members were drawn from service organizations and agencies existent in the community as well as the private sector. Cohesion and perpetuity was provided by a common commitment to the betterment of the community through improvement of the life-style of its citizens.

The materials used were proven commercial products, but adapted and supplemented by the ingenuity and creativity of the experienced teacher-leader of each team. Special emphasis was placed on the use of mass media publications (local newspapers, national magazine, etc.) as vehicles for teaching reading, mathematics and communication skills.

The most critical effort within this program was the recruitment and selection of the volunteer teachers. Even though this process was crucial to ultimate success of the project, it was anticipated that because of the multiplicity of sincere service organizations, agencies, and individuals the problem would be one of selecting the best

participants, rather than obtaining volunteers. Public announcements of the program were made through mass media, i. e. radio, TV and newspapers. The program director obtained invitations to address service organization members and agencies at scheduled meetings to delineate the program and accept applicants for screening into the training session. At this time solicitation was made for assistance in identifying student participants when appropriate. Agencies such as the Concentrated Employment Program, Montana State Employment Service, Major and Minor Employers, Neighborhood Center, Model City Neighborhood Councils, and others were contacted for assistance in identifying student participants.

The general design of the project was to identify, train and utilize volunteer citizens to commit themselves to a self-perpetuating homebound literacy training project. Flexibility of operation was maintained within the perimeters established by the problem itself, local and federal regulation, and the idiosyncrasies of the target population.

Montana State University is located one hundred miles east of the project city. During the past year MSU had conducted a two week institute for teachers of ABE and participated in three in-service teacher training workshops. During the past school year MSU staff members participated in three in-service teacher training workshops for which participants received graduate or undergraduate credit issued by the University of Montana. The expertise and precedent existent on the MSU campus enabled us to successfully conduct the necessary training. This phase of the project was accomplished by a sub-contract with Montana State University to conduct the two-week training of teachers.

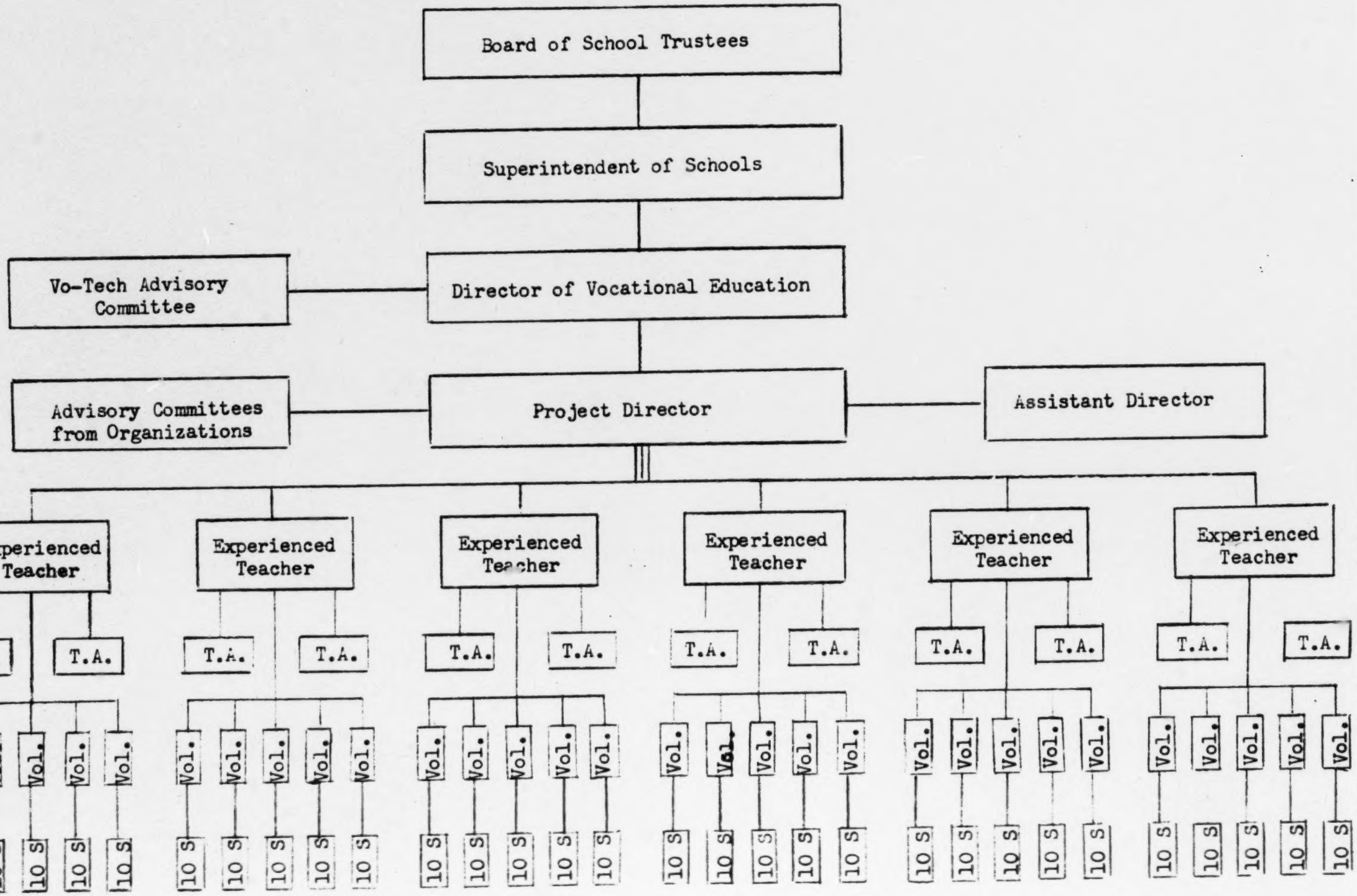
After complete training participants were divided into teams composed of one experienced teacher as team leader, two teacher aides and five volunteer teachers. A geographic target area was assigned to each team for an area of operation. Teacher aides and the team leader recruited students and selected the training sites for the conduct of classes. When training sites were selected and agreements reached with residents and potential students, a volunteer teacher was selected for the given site. Each site conducted training on a given night but not on the same night as other sites for the same team. This permitted the team leader to be present at every training site for every training session. Geographic boundaries were such that individuals easily attended the training site on the night most convenient for them.

The time of day for classes was a critical factor. Initially an arbitrary time was set by the team leader, but this was a flexible item and reflected the desires of the participants after a class was established. Commercial supplies were used initially and were classified as consumable. Extensive use was made of newspapers, magazines, and teacher-designed teaching aides. Individual work outside of class was encouraged and rewarded with recognition.

The volunteer teacher maintained records for all students. Records indicated needed demographic data, plus academic progress and subjective comments by the teacher regarding pupil reaction to instruction, and proposed stimulation and motivation processes for continued individual progress.

During the life of the project, the director, staff, and residents participating built an organization for self perpetuation. This took the form of a board with a chairman, composed of members from participating volunteer organizations and recipients of services, to establish an on-going function in providing volunteer teachers to continue working with educationally disadvantaged adults through the Butte Vocational Technical Center. Organization and administrative structure is shown on following page.

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY



T.A. = Teacher's Aide

Vol. = Volunteer

10 S = 10 Students

Population and Sample

Project Homebound students were drawn from residents of the Butte urban area, the majority of whom resided in the Model Neighborhood Area. The sample was restricted to those who are adults and have less than a high school education. The MNA educational achievement level is approximately two years lower than the rest of the Butte urban area.

The 342 participants were drawn from this population group by referral from the:

1. Montana State Employment Service
2. Concentrated Employment Program
3. Major Community Employers
4. Neighborhood Center
5. Individual Application and Interview

Time Schedule

July - July 14	Teacher Recruitment
July 15 - August 14	Volunteer Recruitment Form temporary Advisory Committee
August 15 - August 31	Training, Montana State University All teachers, volunteers, and aides
September 1 - September 30	Recruit students, select training sites
October 1	Begin Classes
November 1	Form permanent Advisory Committee
June 1	Compile final report Cut classes Initiate volunteer take-over

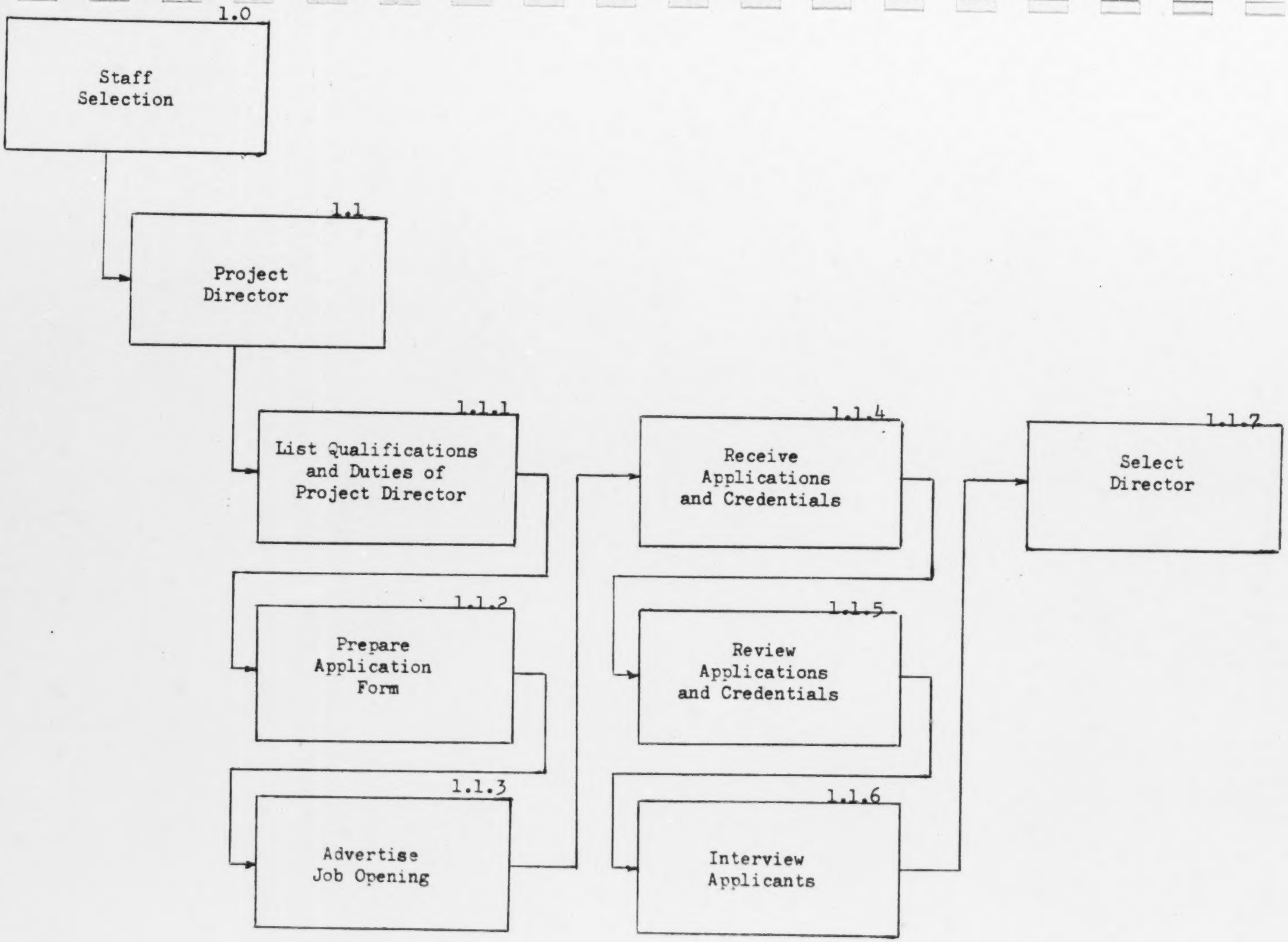
The staff selected were drawn from the present school district staff and/or recruited from outside sources. The staff were all qualified in their respective staff positions.

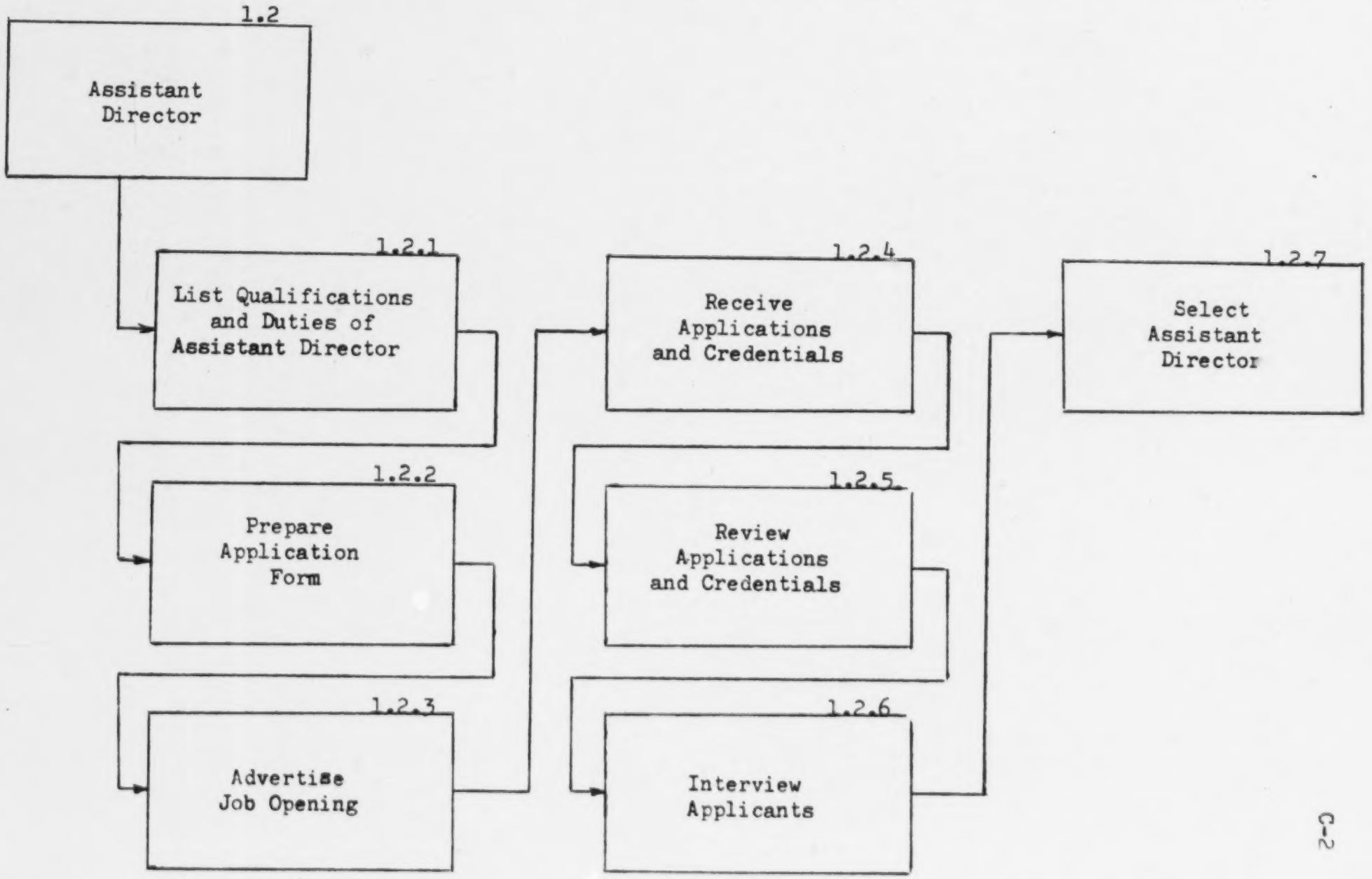
Facilities

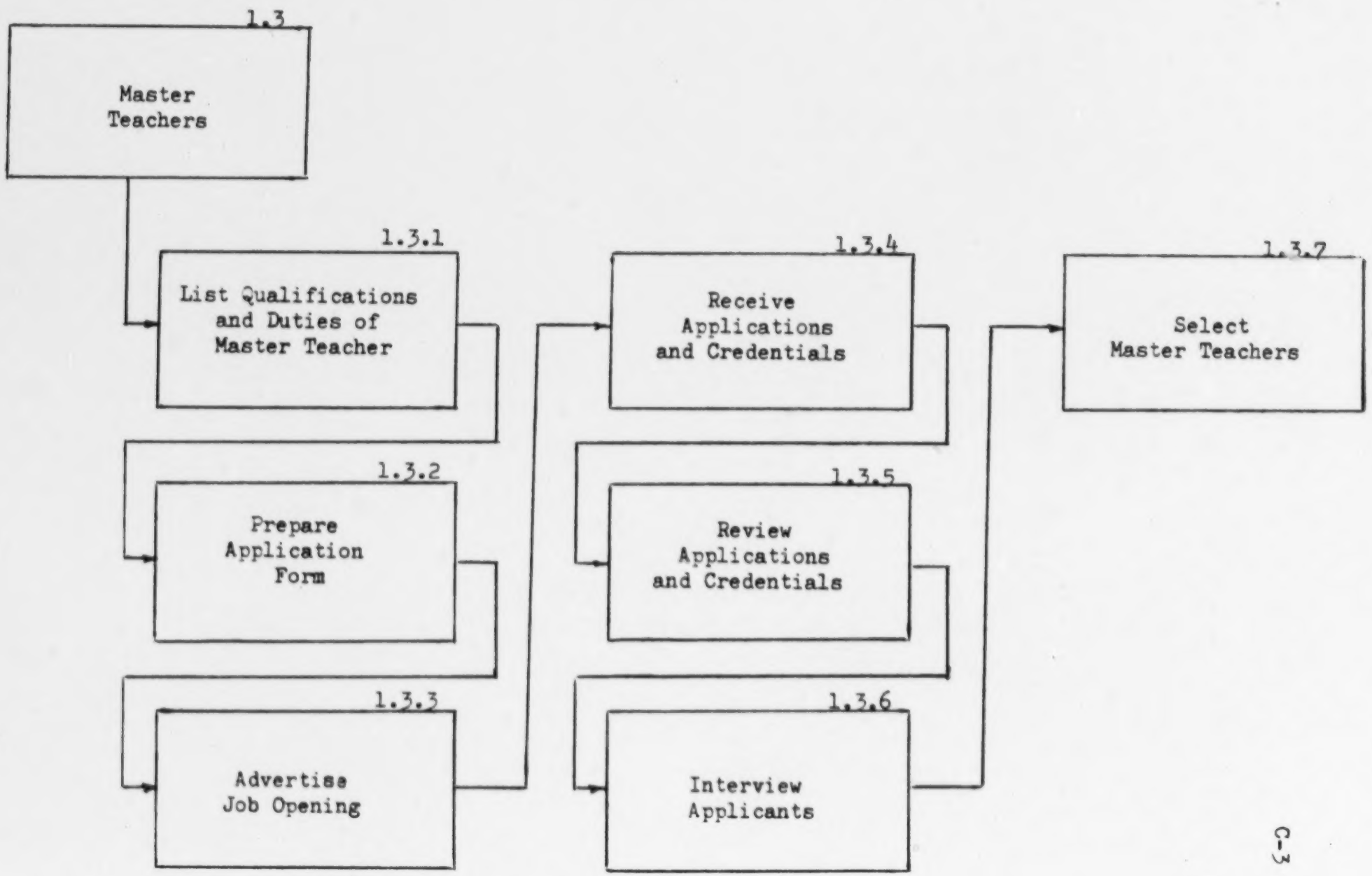
The primary facility used during the demonstration were the individual homes of the project participants. Also available to the participants was the newly built Area Vocational-Technical Training Center of School District #1. The principal cooperating agencies, Montana University System and the Butte Model City Agency, greatly enhanced the success of the project. The University System provided consultation services and training of project staff. The Butte Model City Agency provided local matching funds required and assisted in the evaluation of the project by means of its citizen participation structure.

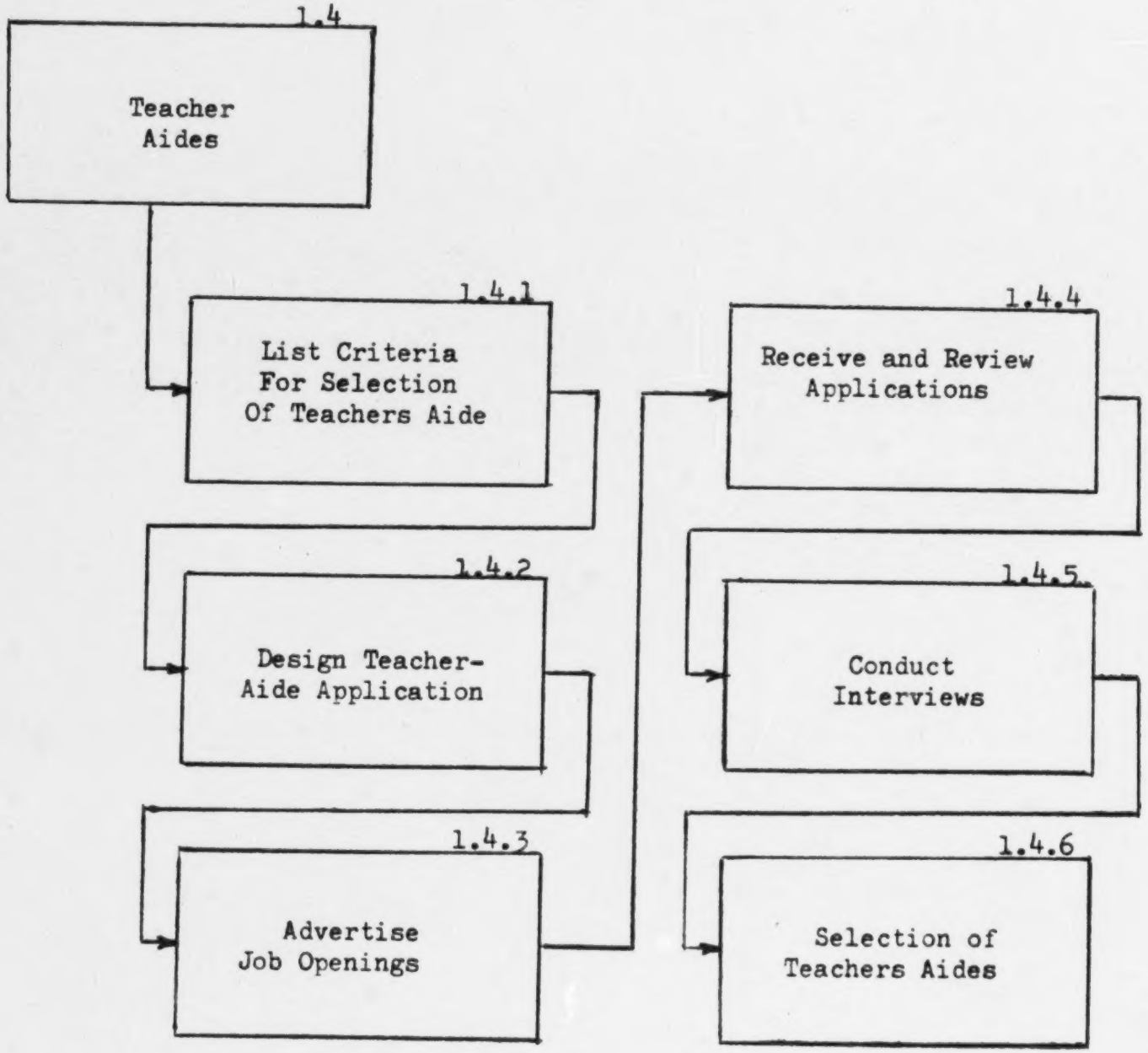
SECTION "C"

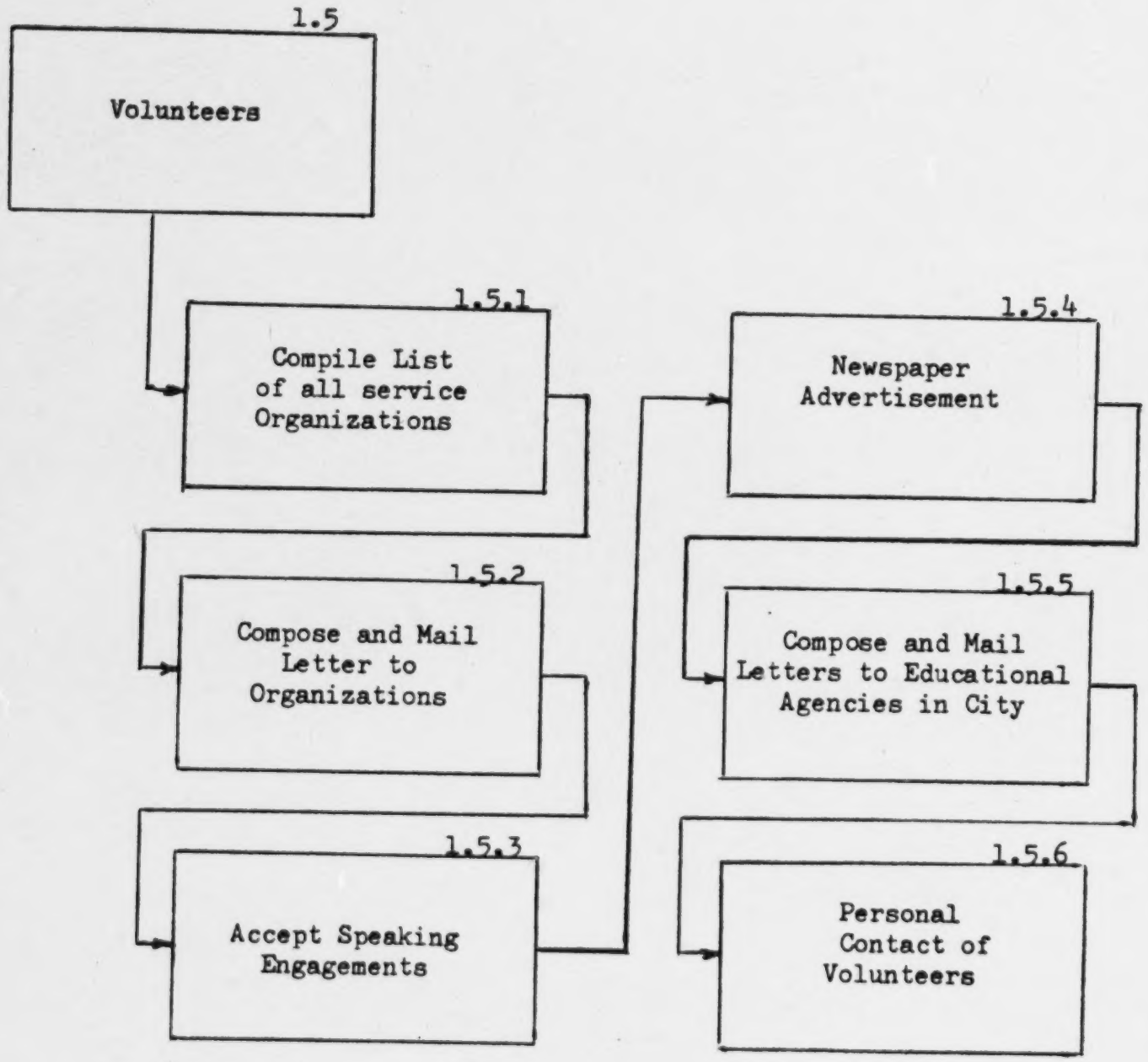
METHODOLOGY

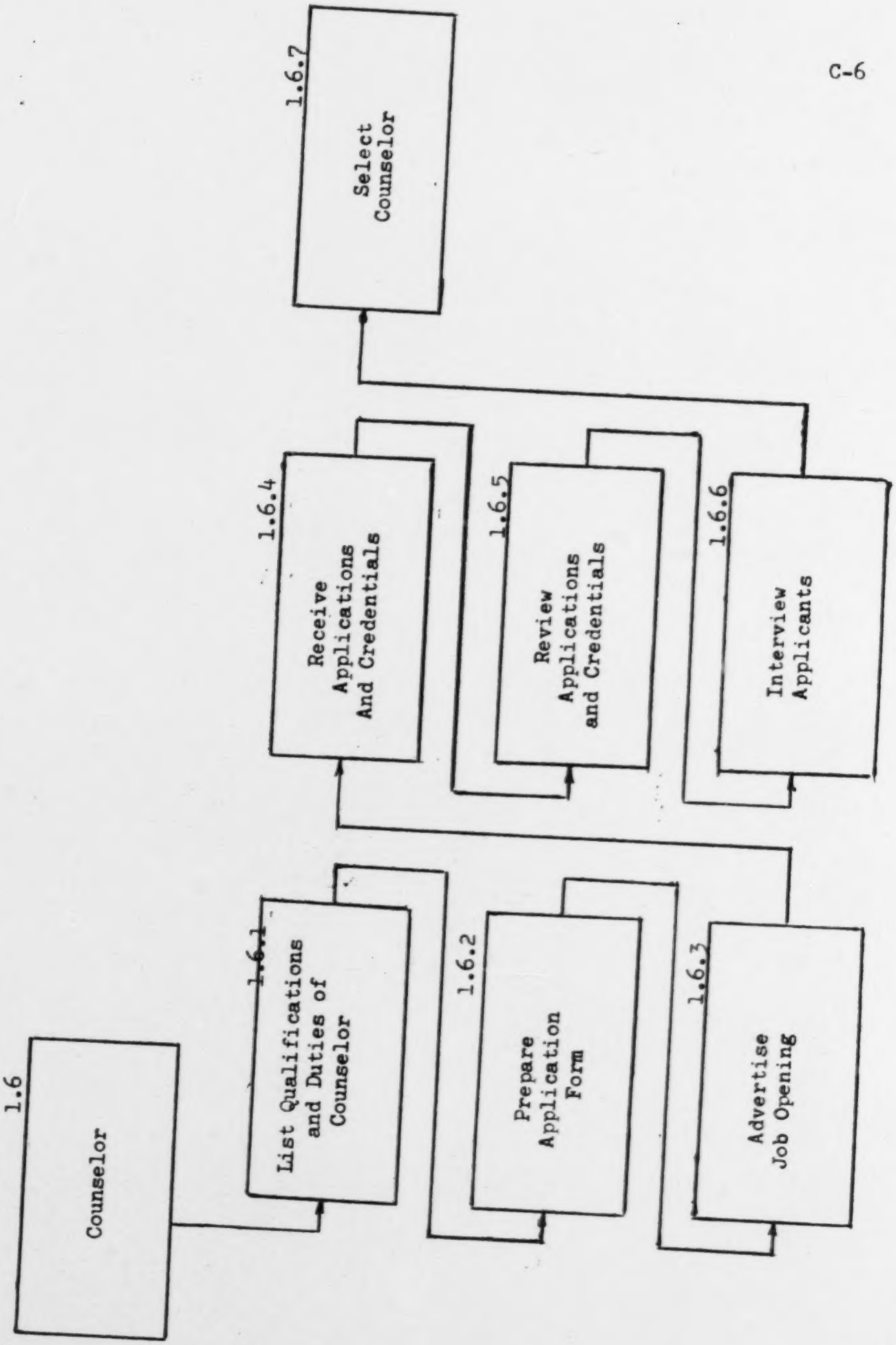

1.0
Staff Selection
1.1
Project Director
1.1.1
List Qualifications and Duties of Project Director
1.1.2
Prepare Application Form
1.1.3
Advertise Job Opening
1.1.4
Receive Applications and Credentials
1.1.5
Review Applications and Credentials
1.1.6
Interview Applicants
1.1.7
Select Director


1.2
Assistant Director
1.2.1
List Qualifications and Duties of Assistant Director
1.2.2
Prepare Application Form
1.2.3
Advertise Job Opening
1.2.4
Receive Applications and Credentials
1.2.5
Review Applications and Credentials
1.2.6
Interview Applicants
1.2.7
Select Assistant Director


1.3
Master Teachers
1.3.1
List Qualifications and Duties of Master Teacher
1.3.2
Prepare Application Form
1.3.3
Advertise Job Opening
1.3.4
Receive Applications and Credentials
1.3.5
Review Applications and Credentials
1.3.6
Interview Applicants
1.3.7
Select Master Teachers


1.4
Teacher Aides
1.4.1
List Criteria For Selection Of Teachers Aide
1.4.2
Design Teacher-Aide Application
1.4.3
Advertise Job Openings
1.4.4
Receive and Review Applications
1.4.5
Conduct Interviews
1.4.6
Selection of Teachers Aides


1.5
Volunteers
1.5.1
Compile List of all service Organizations
1.5.2
Compose and Mail Letter to Organizations
1.5.3
Accept Speaking Engagements
1.5.4
Newspaper Advertisement
1.5.5
Compose and Mail Letters to Educational Agencies in City
1.5.6
Personal Contact of Volunteers


1.6
Counselor
1.6.1
List Qualifications and Duties of Counselor
1.6.2
Prepare Application Form
1.6.3
Advertise Job Opening
1.6.4
Receive Applications And Credentials
1.6.5
Review Applications and Credentials
1.6.6
Interview Applicants
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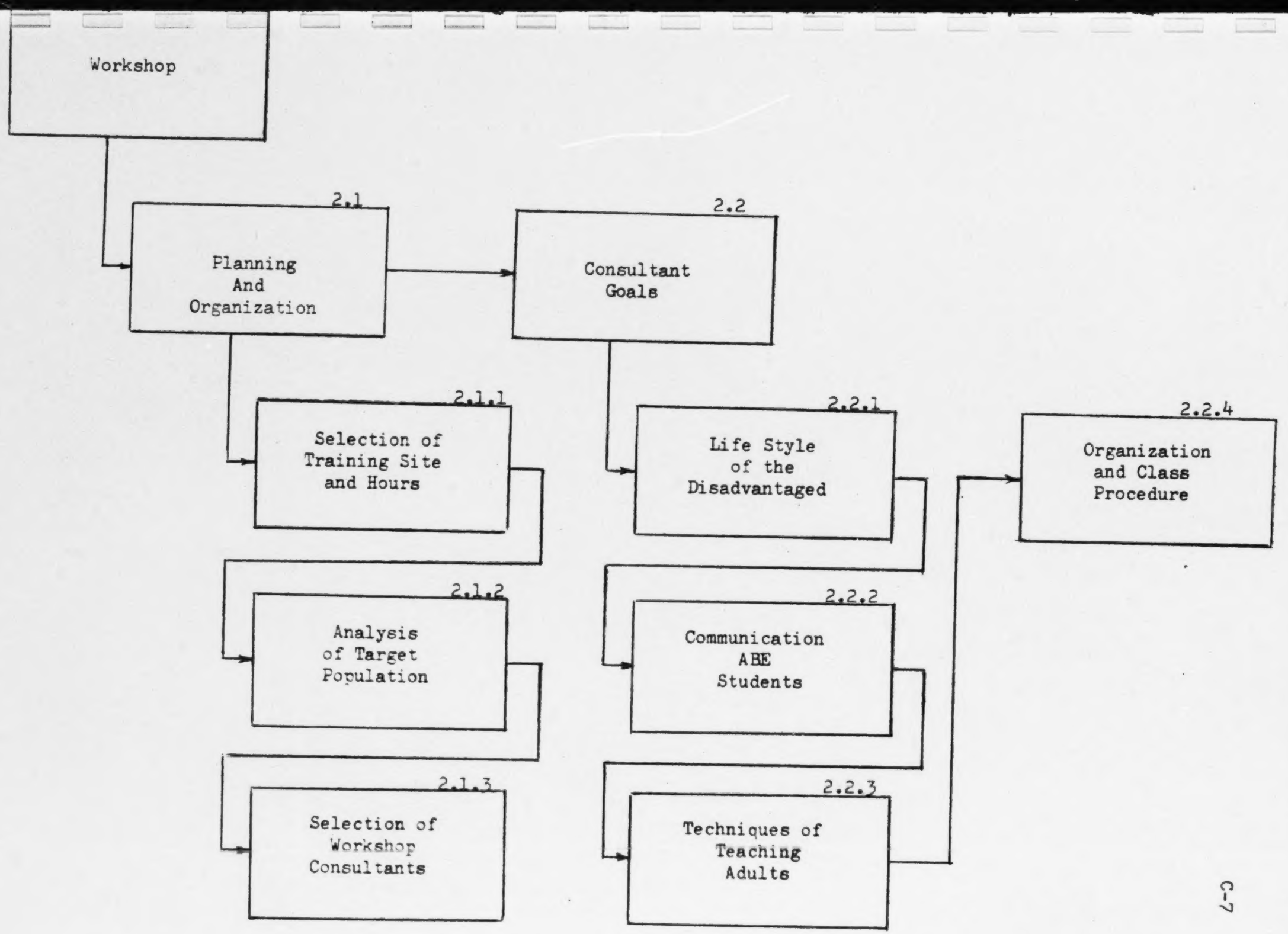
Select Counselor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Life Style of the Disadvantaged
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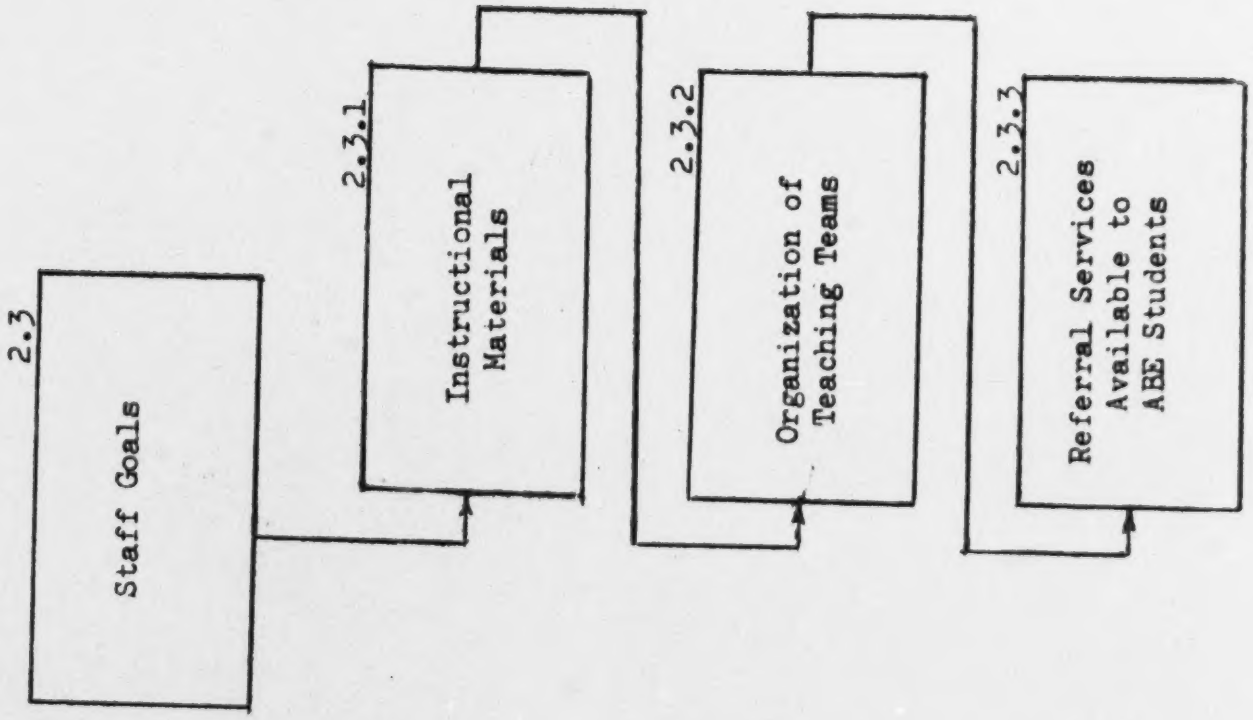
Organization and Class Procedure
2.1.2
Analysis of Target Population
2.2.2
Communication ABE Students
2.1.3
Selection of Workshop Consultants
2.2.3
Techniques of Teaching Adults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2.3.1
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2.3.2
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2.3.3
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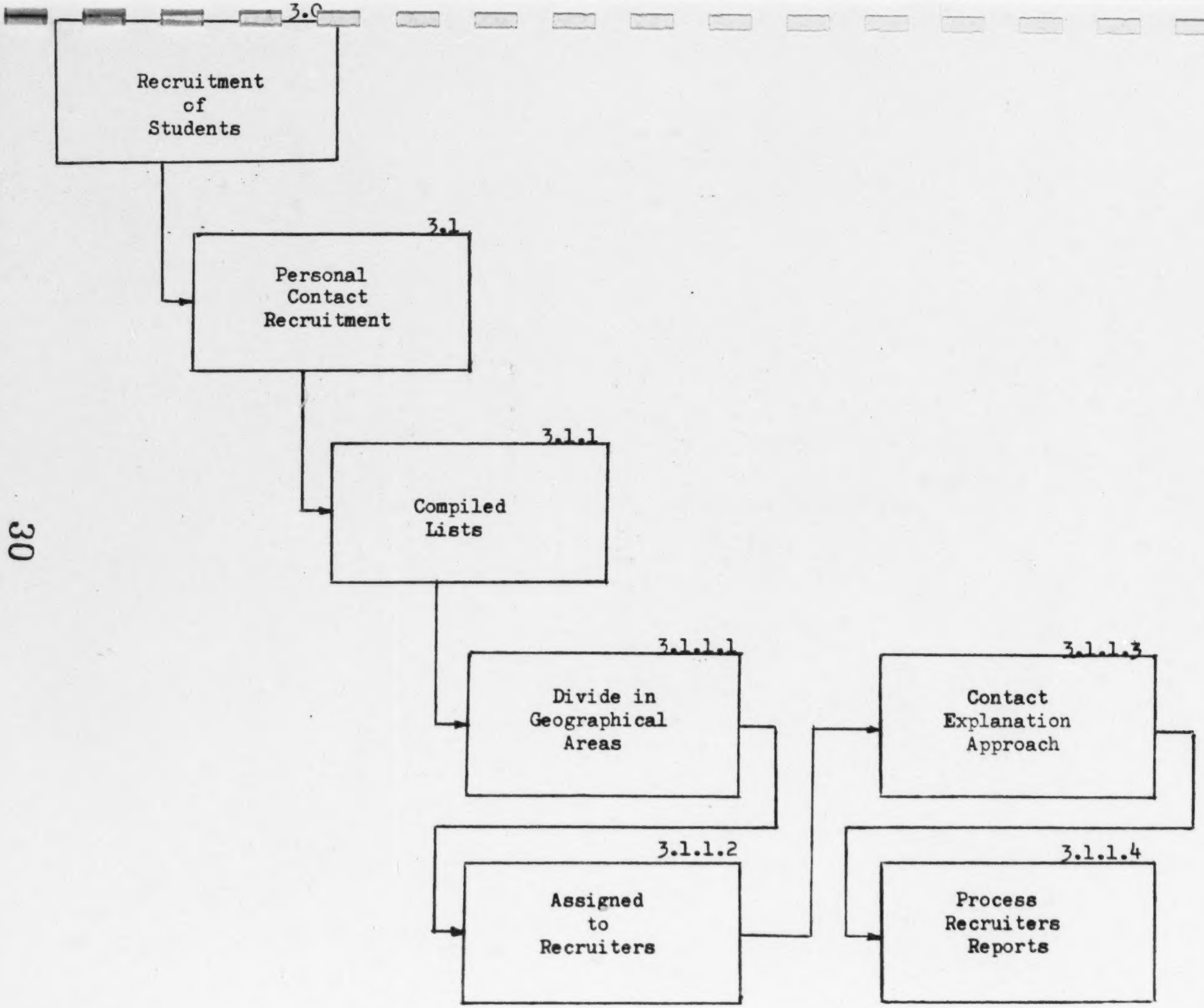
3.0
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3.1.1.3
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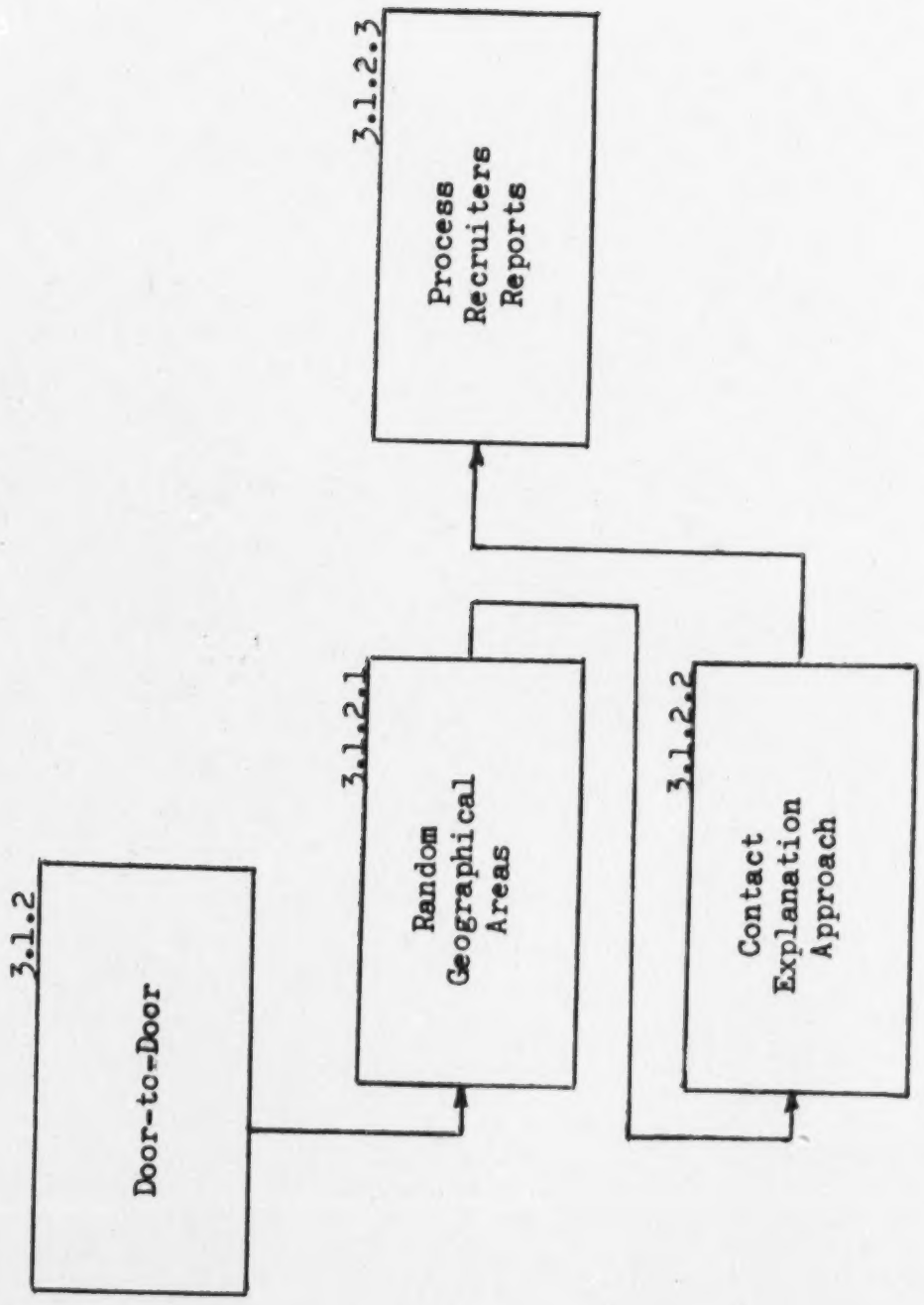
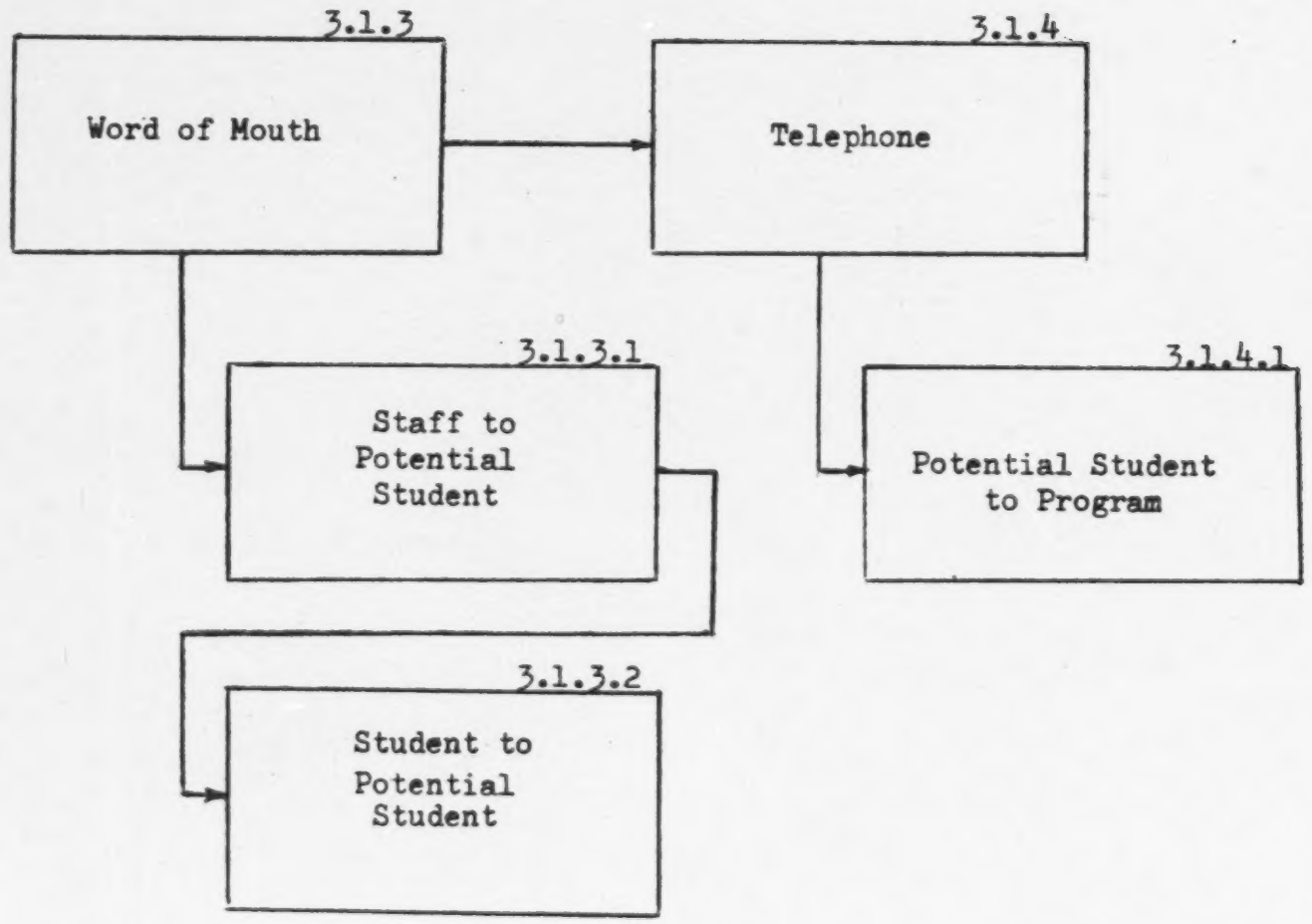
3.1.1.4
Process Recruiters Reports


3.1.2.3
Process Recruiters Reports
3.1.2
Door-to-Door
3.1.2.1
Random Geographical Areas
3.1.2.2
Contact Explanation Approach


3.1.3
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3.1.4
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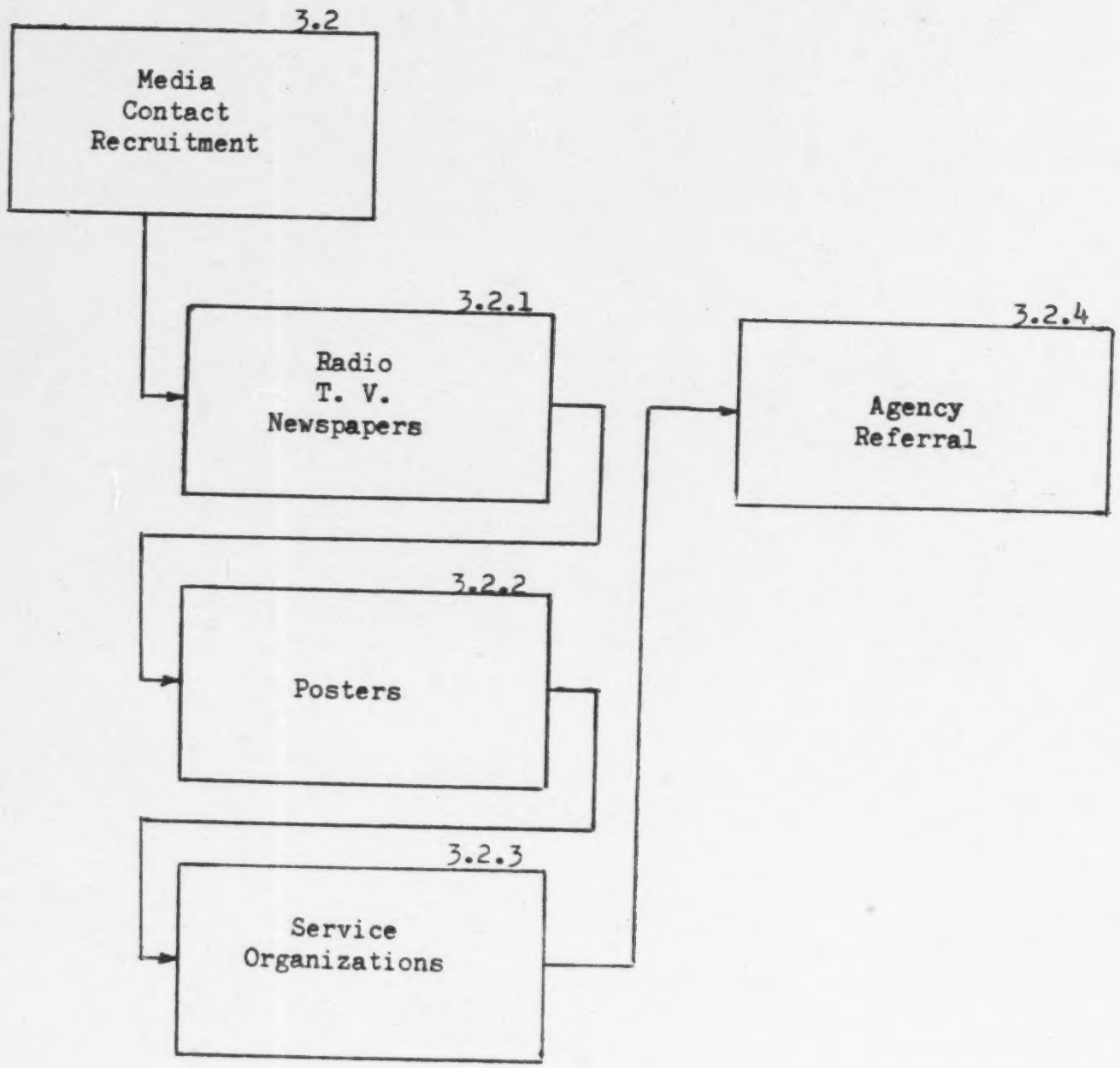
3.1.3.1
Staff to Potential Student
3.1.4.1
Potential Student to Program
3.1.3.2
Student to Potential Student


3.2
Media
Contact
Recruitment
3.2.1
Radio
T. V.
Newspapers
3.2.4
Agency
Referral
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Posters
3.2.3
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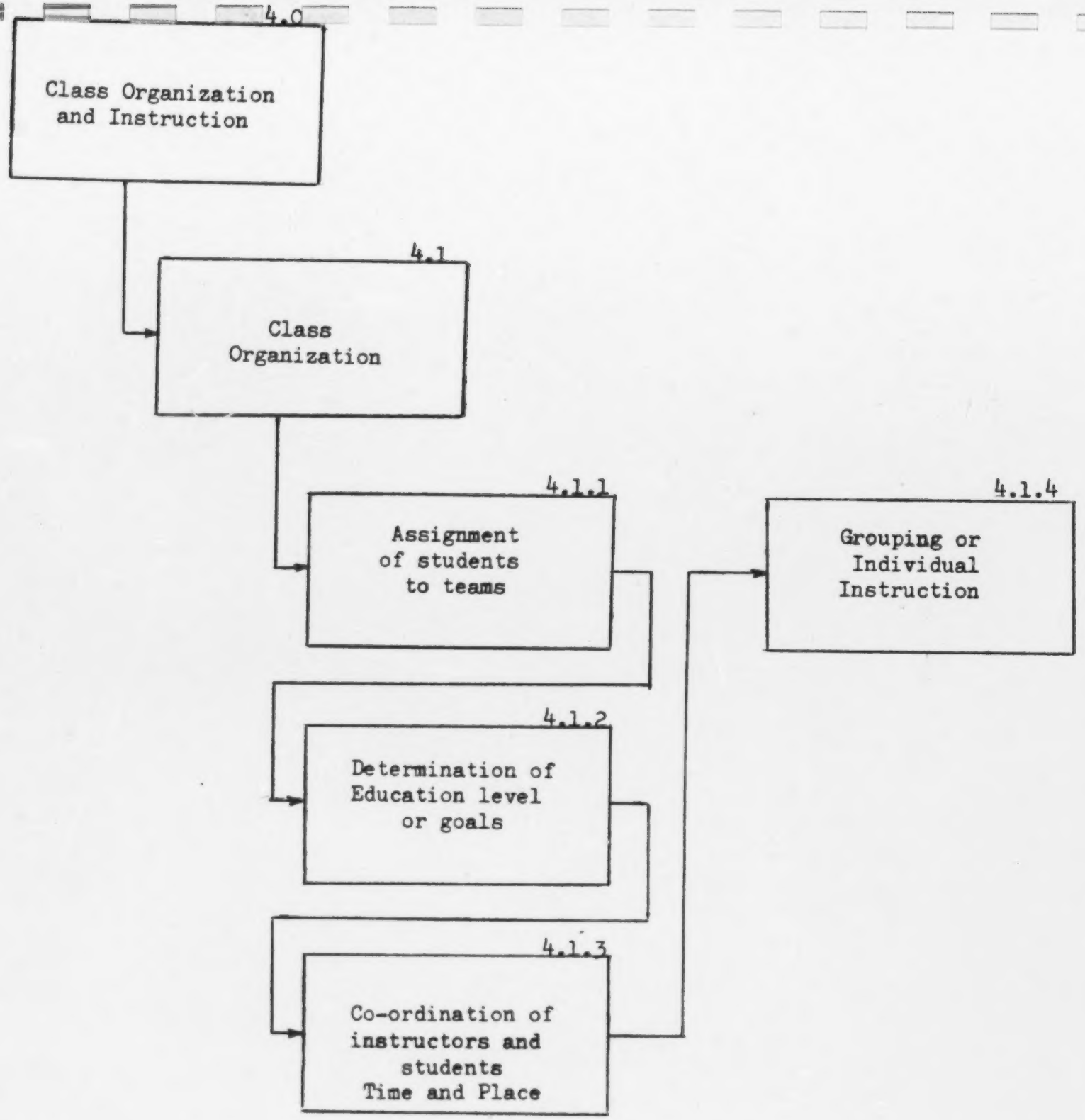
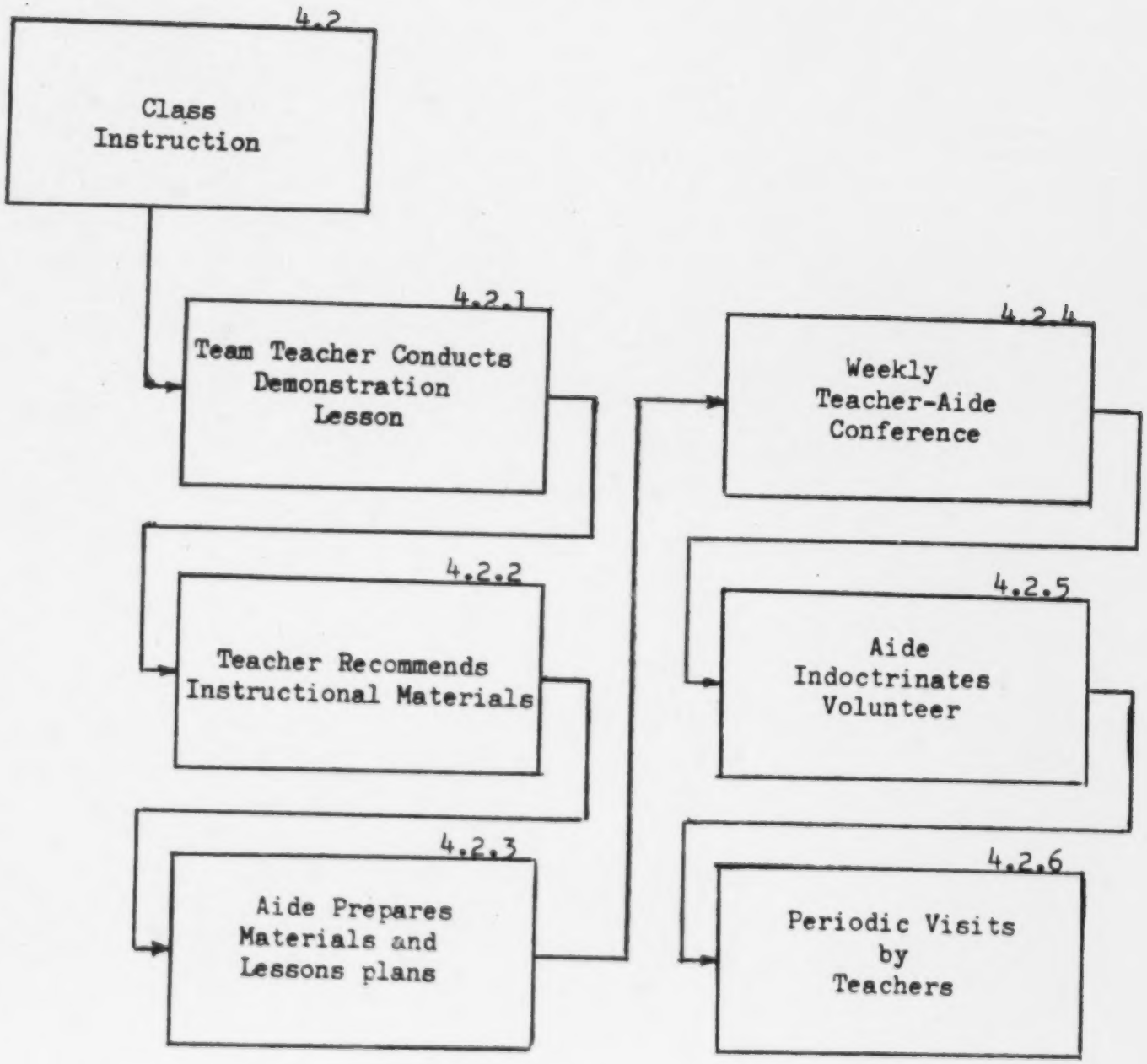
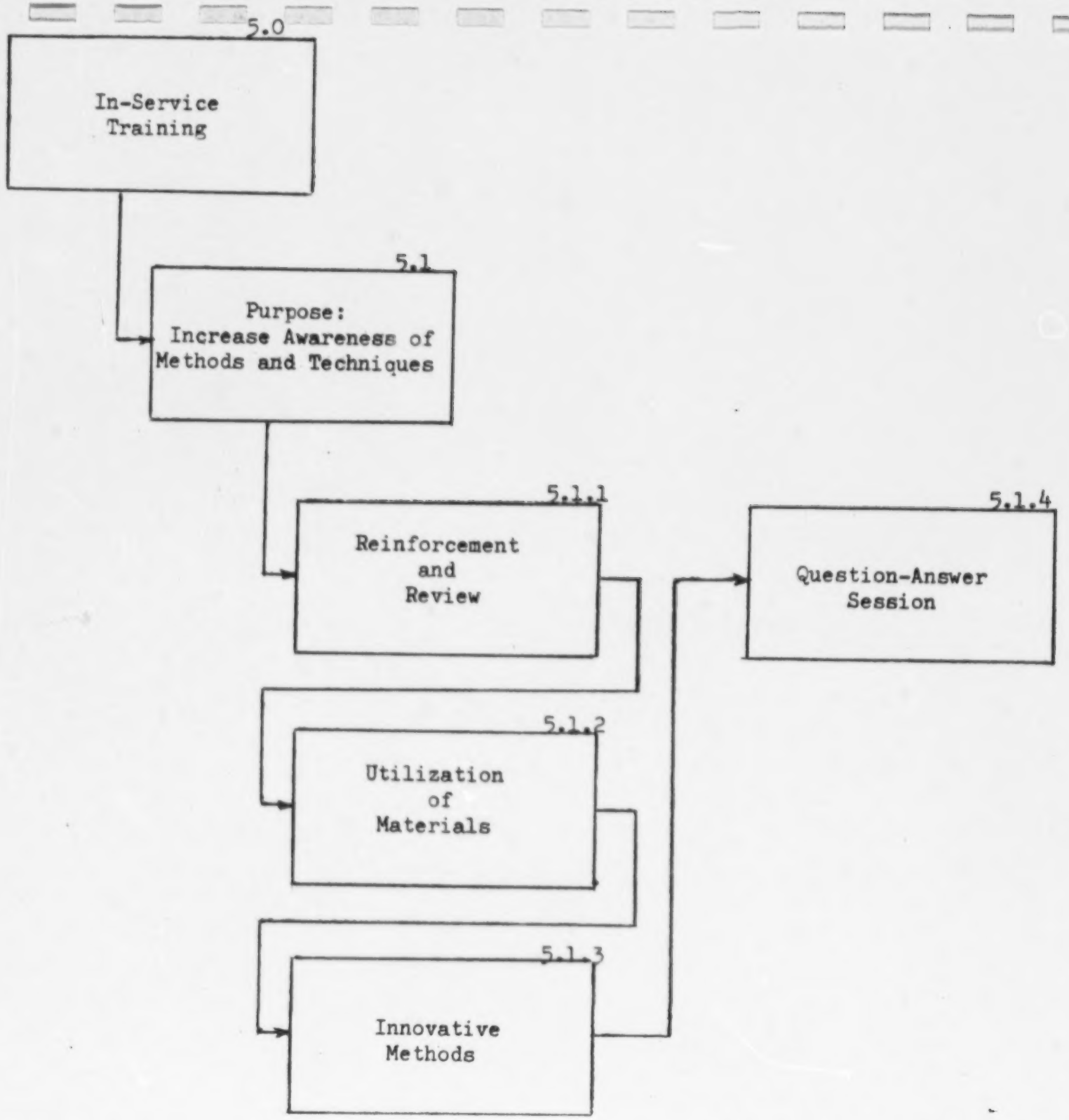
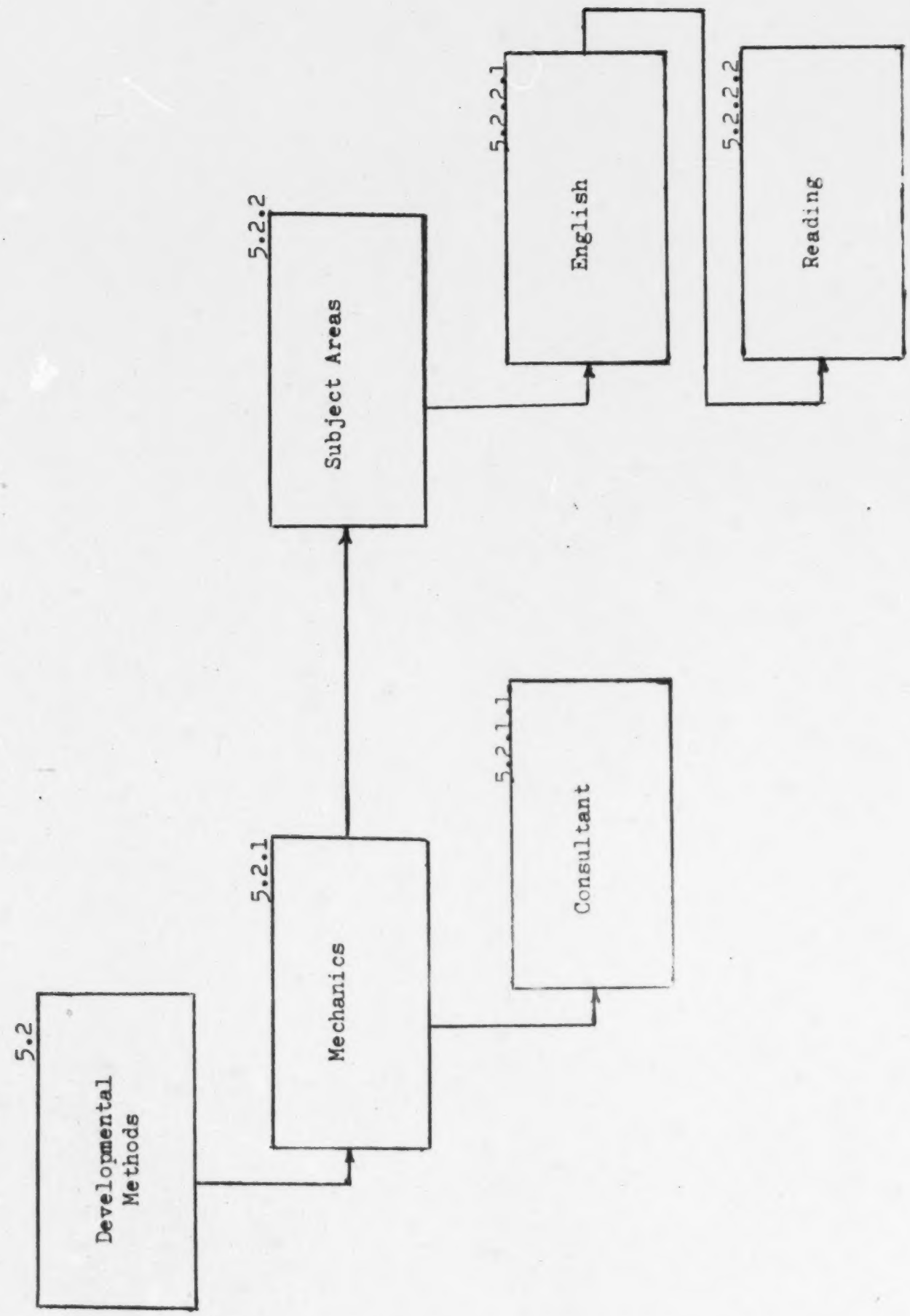
Organizations


4.0
Class Organization and Instruction
4.1
Class Organization
4.1.1
Assignment of students to teams
4.1.2
Determination of Education level or goals
4.1.3
Co-ordination of instructors and students Time and Place
4.1.4
Grouping or Individual Instruction


4.2
Class Instruction
4.2.1
Team Teacher Conducts Demonstration Lesson
4.2.2
Teacher Recommends Instructional Materials
4.2.3
Aide Prepares Materials and Lessons plans
4.2.4
Weekly Teacher-Aide Conference
4.2.5
Aide Indoctrinates Volunteer
4.2.6
Periodic Visits by Teachers


5.0
In-Service Training
5.1
Purpose: Increase Awareness of Methods and Techniques
5.1.1
Reinforcement and Review
5.1.2
Utilization of Materials
5.1.3
Innovative Methods
5.1.4
Question-Answer Session


5.2
Developmental Methods
5.2.1
Mechanics
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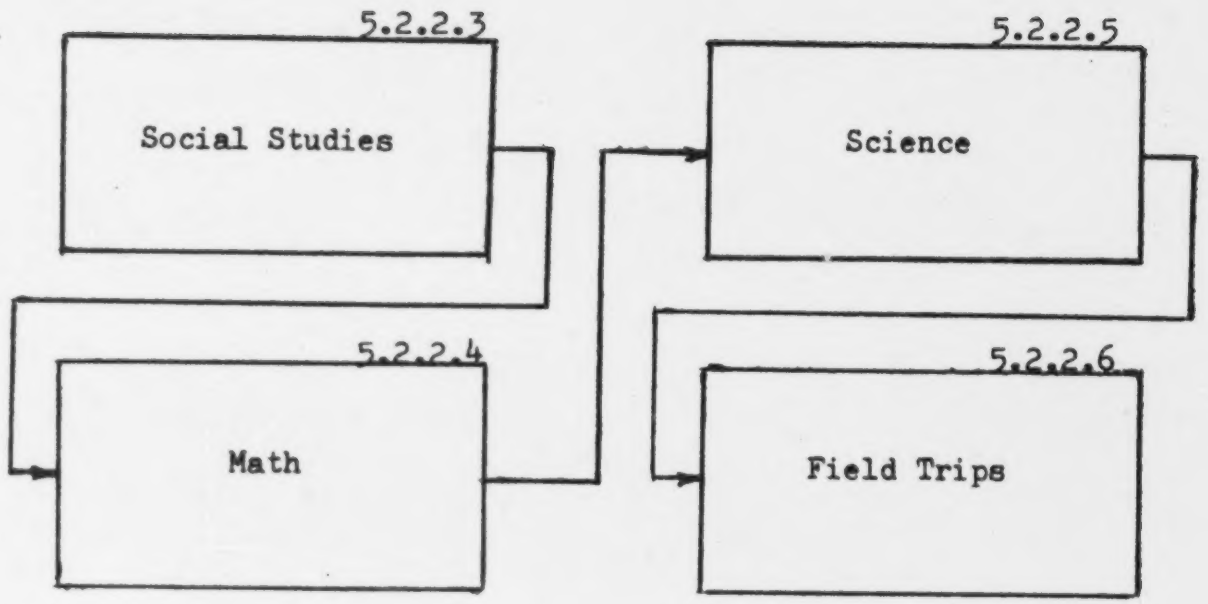
5.2.2.2
Reading


5.2.2.3
Social Studies
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Math
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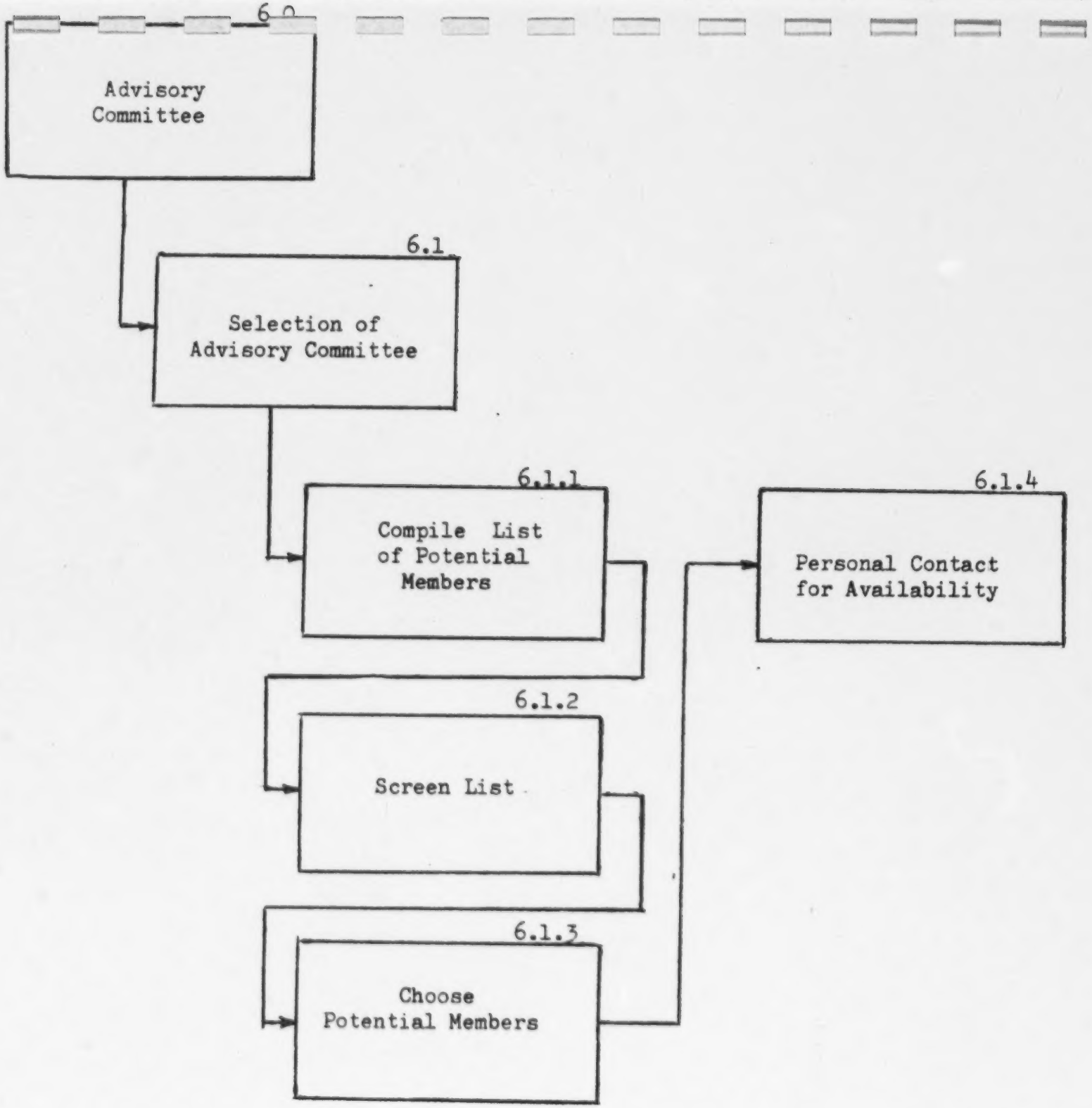
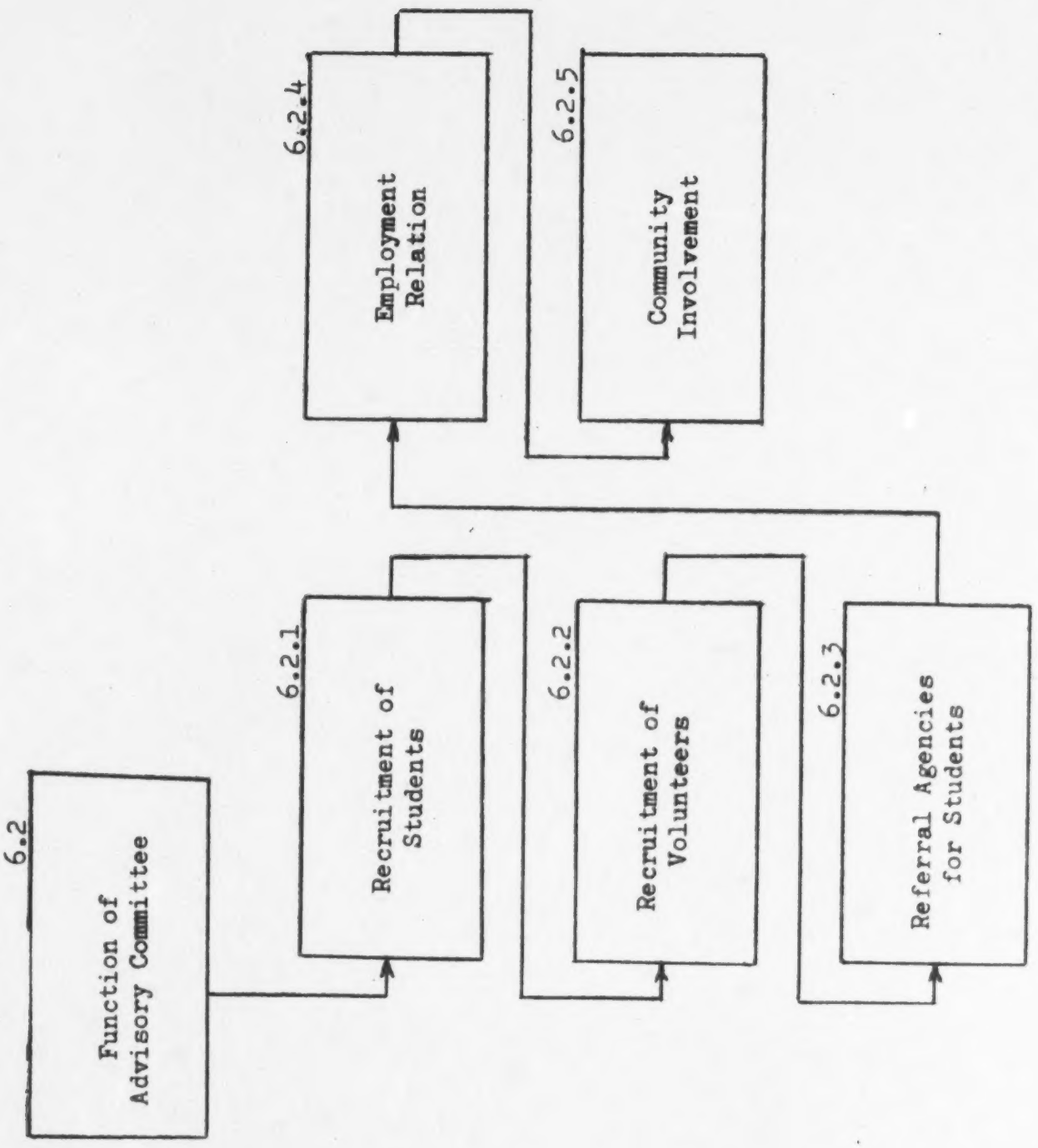
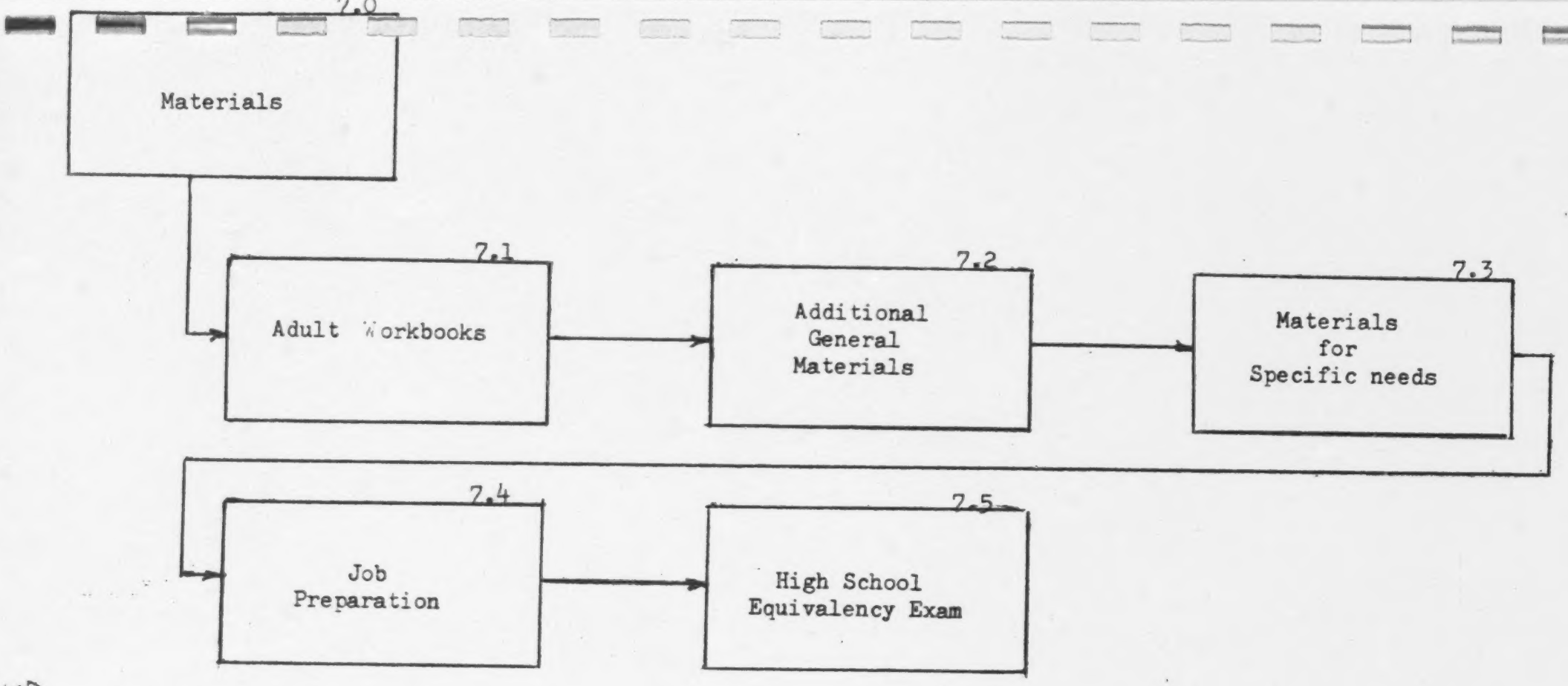
Field Trips


6.0
Advisory Committee
6.1
Selection of Advisory Committee
6.1.1
Compile List of Potential Members
6.1.2
Screen List
6.1.3
Choose Potential Members
6.1.4
Personal Contact for Availability


6.2
Function of Advisory Committee
6.2.1
Recruitment of Students
6.2.2
Recruitment of Volunteers
6.2.3
Referral Agencies for Students
6.2.4
Employment Relation
6.2.5
Community Involvement


7.0
Materials
7.1
Adult Workbooks
7.2
Additional General Materials
7.3
Materials for Specific needs
7.4
Job Preparation
7.5
High School Equivalency Exam

1.0 STAFF SELECTION

1.1 The ABE Director of a program with the magnitude of Homebound has many of the same responsibilities as

1.1.1 a school superintendent. He must set up a curriculum; he must hire a teaching staff; he must determine the competence of prospective teachers; he must evaluate the adequacy of the instruction; he must see that financial records are maintained and that the budget balances; he must see that adequate records are developed and kept current; he must see that provisions are made for supplies and equipment; he must see that recruitment and registration of students is orderly and efficient; and he must provide for the necessary pre- and in-service training of the staff.

Recruitment of students is an important and unique duty. This single feature of the project made it essential that the Director maintain a different relationship with Homebound students than with those who attend a regular school, ABE students must be persuaded to participate. Ordinarily school administrators enjoy the legal compulsion aspect, or are involved with individuals who have attained some level of academic achievement, which they are continuing. The position of director of any 309 B project is peculiar to that of any regular school administrator primarily because the director has to initially start a program with an inexperienced staff whose responsibilities

and students are designated for only one year of funding, thus requiring short term goals.

Additional responsibilities and duties required of the Director were outlined in the original proposal including preparation and submission of monthly and quarterly reports, final student evaluations, and compilation of a comprehensive final report.

These duties, which coincide with and differ from those of a regular school administrator, seem insurmountable. The effectiveness of any program is largely attributed to the caliber of leadership it possesses. The Director of Homebound had to be especially self-motivated, innovative, resourceful, and dedicated. He had to be available, approachable, and unopinionated; for the many kinds of human, professional, and academic problems that confronted him.

The Director's academic qualifications for Project Homebound in Butte were dictated by the local chapter of the AFL Teachers Union, which is the bargaining agent for all teachers and administrators under the jurisdiction of Butte School District # 1.

Some ideal qualifications for the Director are:

1. The Director should have a master's degree or its equivalent as recognized by the state or local school system.
2. The Director should meet the requirements of general administrators and for supervisors in the state or region concerned.

3. The Director should have a minimum of six hours of specialized study in the field of Adult Basic Education.

4. The Director's professional preparation should include study in the areas of liberal arts, human relations, and school administration.

1.1.2 The application form required by the school district for administrative positions was completed by applicants.

1.1.3 Although this position to be filled for Homebound was not advertised in the local newspaper, notification should be placed in the classified ads and on faculty bulletin boards of schools. As soon as notice of the funding of Homebound

1.1.4 was received, it was announced to the news media at a luncheon. They carried news stories immediately and applications for the position of Director were received almost simultaneously at Butte Vo-Tech Center. Since implementation of Homebound 309 B had to begin immediately, the Director was chosen from among the original applicants.

1.1.5 These applications and credentials were reviewed by the Assistant Superintendent of School District # 1, the Director of Butte Vo-Tech Center, and its Assistant Director to whose offices the applications had been sent.

1.1.6 Interviews were held with the most desirable applicants,

1.1.7 and from those a Director of the project was selected.

Both positions of Director and his Assistant required credentials and transcripts of credits from institutions attended, and references from former employees. No

teaching certification was required. Applicants had to be residents of this community to be well acquainted with its people and needs. Because of the percentage of Model Cities funding it was decided that these persons should also reside within the model cities area.

1.2 The Assistant Director of Homebound assumed the Director's duties when the Director was out-of-town attending ABE workshops or meetings concerning Homebound. The Assistant Director was responsible for compilation of statistical data relating to students' hours, progress, transfers, and assignments to teams. He recorded team teaching hours, staff absences, in-service attendance, mileage requests, and distributed pay vouchers. Orders of all materials were made by him, a filing system to organize such materials was set up, inventory was taken regularly, and a check-out and return system implemented. The Director and Assistant Director cooperatively directed office activities, hired the original staff, and maintained the budget. Compilation of statistics and the preparation of graphs and charts of HEW reports were duties of the Assistant. He interviewed a cross-section of students each month from each team to check team performance and student attitude toward Project Homebound.

The qualifications for the Assistant Director were established by the teachers union and the local board of education, being similar to those required of an assistant principal. The union does not make appointments. The

board of education accepted the recommendations of the Assistant Superintendent of Schools, the Director of Butte Vo-Tech, and the Assistant Director of that institution. The Assistant Director of Homebound has a degree in business education, knowledge of office machines, and statistical ability. He is patient, affable, and coopera-

1.2.2-1.2.7 tive. (See blocks 1.1.2--1.1.7 Project Director)

1.3 Master Teachers

1.3.1 The guidelines utilized in the hiring of Master Teachers for Project Homebound were standardized. Certification by the State Board of Education was essential, and teachers from various academic areas were sought to meet the wide range of student needs. Previous work experience with adult education was desired, but not mandatory. Work experience or association with the economically deprived was considered. Great emphasis was placed on the general attitude conveyed in applicant interviews concerning adult education, and the feasibility of home instruction.

The primary function of the Master Teacher was one of leadership within an assigned team. The duties involved with this role can be broken down into several categories:

1. Initial contact of each new student for proper evaluation of the student's academic level.
2. Guiding the aide and volunteers in their preparation of lessons and the utilization of materials.

3. Control within the assigned team of class schedules and number of students, including the knowledge of what classes are held and where.

1.3.2 In the selection of Master Teachers, it was agreed that the general School District # 1 application form would suffice. (See application at end of this narrative.)

1.3.3 Advertising for applications for the available positions in the daily newspaper became mandatory because of the financial assistance which the program received from the Model Cities Agency. Also, the policy of School District # 1 required the listing of all teacher openings in the Weekly Superintendent's Bulletin.

1.3.4 The advertising resulted in numerous applications for the six positions. Credentials were required from each applicant consisting of an up-to-date college transcript, proof of certification and degree, and letters of recommendation.

1.3.5 Reviewing all of the teacher's applications and credentials followed. Selection of the most qualified teachers was necessary to meet the needs of the project.

1.3.6 The uniqueness of Project Homebound with its individualized and flexible teaching hours was explained to the teacher applicants.

1.3.7 The Master Teachers, two men and four women, were selected by a four-man committee consisting of the following: Butte Vocational Technical Center Director, Butte Vocational Technical Center Assistant Director; Homebound Project Director, and Homebound Assistant Project Director. Information from applications, credentials, and personal interviews was taken into consideration.

1.4 Teacher Aides

1.4.1 The teacher aide, as hired by Project Homebound, was intended to function as the clerical assistant to the Master Teacher. Applicants could be high school graduates or the equivalent. Previous work experience of any type was required and a proficient ability in typing was sought. Supplying one's own transportation was mandatory. Any background experience with the economically deprived was desired. Opinions expressed on the workability of home instruction were evaluated.

The main duty of the teacher aide was to assist the Master Teacher. The assistance ranged from the typing and preparation of lesson materials, to the actual "taking-over" of the classes and becoming the instructor.

1.4.2 The teacher aide's application was designed to incorporate the education, work experience, and skills pertinent to employment by Project Homebound. (See Aide Application at end of this narrative.)

1.4.3 The policy of Butte's School District # 1 required the advertising of aide openings in the Superintendent's

Weekly Bulletin. Financial assistance received from Butte Model City Agency made it mandatory to advertise job openings in the local daily newspaper for one week. (See Addendum Two, First Quarterly Report.)

1.4.4 Applications were received and reviewed taking into consideration the unique needs of Project Homebound.

1.4.5 The interviewing process included an introduction to Homebound objectives for the community of Butte. Clerical knowledge was of utmost importance at the time of the original interview; however, as the program progressed and the aides began to take over the actual teaching of students, adaptability to individualized instruction situations and flexible working hours became equally important.

1.4.6 Selection of teacher aides was completed by the same four-man team which reviewed the Master Teacher applications. Opinions expressed during the interview combined with application information helped in selecting the most qualified aides for Project Homebound.

1.5 Volunteers

An effective volunteer must possess the following qualities:

1. Be dependable and enthusiastic.
2. Be competent or willing to develop competency in teaching areas.
3. Be sensitive to student's personal feelings.
4. Be harmonious with administrators and teachers.
5. Be receptive to the challenges of new ideas and new situations.
6. Be flexible.
7. Be a real learner.

1.5.1 The addended list of all service organizations was obtained from the Butte, Montana Chamber of Commerce.

1.5.2 Copy of letter mailed to service organizations is addended.*

1.5.3 Explanation of original proposal and purpose of Project was made to service clubs by Project Director and Assistant Project Director.

1.5.4 Newspaper advertisements requesting need for competent and reliable volunteers are addended.*

1.5.5 Copy of letter mailed to educational agencies is addended.*

1.5.6 Personal contact of the volunteer was made by the team master teacher.

* See Addendums, First Quarterly Report.

1.6 Counselor

The function of the Counselor in Homebound was to work with students in the program and to assist students in getting into the program. He interviewed students to discover their individual expectations and assess how these could best be met through Homebound. The Counselor worked with the students on a one-to-one basis or in a small group situation to offer assistance in any problem which the student wished to discuss. Such matters could be personal, educational, or vocational.

1.6.1 The Counselor for any adult education program of this type must hold at least a B. S. degree in Counseling, and be certified by the state or local school board. Previous work involving the counseling of adults will be an asset to the program. Because most involvement in a program like Homebound is that between the teacher and the students, the counselor must often serve as an advisor to the teacher in counseling philosophy. As a result, the Counselor will necessarily be utilized as a referral agent.

1.6.2 Applications for the position of Counselor were received on the regulation school district applications, after the position had been advertised in local newspapers and on the school district bulletin boards. The applications received were then reviewed by the Director of the Butte Vocational-Technical Center, the Assistant Director, and the Project Director for final selection. (Refer to 1.1.2-1.1.7 Project Director.)

VOLUNTEERS

1.	Sister Rose Teresa	Girl's Central High School	723-6080
2.	Sister Regina	Girl's Central High School	723-6080
3.	Donna Tippett	825 12th Street	723-7915
4.	Ava Swenson	1614 B Street	792-7401
5.	Bill Immonen	1841 Gilman	792-6016
6.	Alice McIntosh	1651 Grand Avenue	723-5036
7.	Father Heustis	Education Center	723-3236
8.	Sister Lynn	Education Center	723-3236
9.	Sister Patricia	Education Center	723-3236
10.	Sister Loretta	Education Center	723-3236
11.	Sister Margaret	Education Center	723-3236
12.	Sister Kathleen	Girl's Central High School	723-6080
13.	Sister Marilyn	Education Center	723-3236
14.	Sister Lois	St. Lawrence Convent	
15.	Marie Azure	520 W. Mercury	
16.	Loretta Kolesar	2813 Phillips	792-4881
17.	Rose Cole	715 Placer	723-3360
18.	Sister Lucille	Education Center	723-3236
19.	Herb Venner	620 W. Silver	792-2145
20.	Linda Lombardi	2530 Marcia	723-6864
21.	Kevin Thompson	1601 C Street	723-8158
22.	Sharon Martin	1917 Garfield	792-9593
23.	Pam Bender	1160 W. Platinum	792-4852
24.	Douglas Dasinger	25 W. Broadway	792-3730
25.	Warren Means	726 Maryland	

26.	Kathryn Bondurant	1440 Holmes	723-8197
27.	Michael Adamson	630 S. Jackson	792-4425
28.	Jim Adamson	630 S. Jackson	792-4425
29.	Bruce Carmichael	1034 Missoula	792-1649
30.	Pat Harstead	14 S. Jackson	792-3915
31.	Sister Mary Delores	Education Center	723-3236
32.	Hope Andrade	356 E. Mercury	792-6178
33.	Orville Brain	223 N. Excelsior	792-8490
34.	Father Hillen	2461 St. Ann's	723-4303

S E R V I C E C L U B S

L O D G E S

American Assn. University Women

American Business Womens Association

American Cancer Society Silver Bow Unit

American Legion, S. B. Post 1

American Legion Auxiliary

Automobile Dealers Assn.

Beta Sigma Phi Council

B.P.O.E. 240

Big Brother Club

Boy Scouts of America Vigilante Council #313

Business & Professional Women's Club

Butte Ski Club

Butte Women's Club

Butte Snowmobile Club

Butte Senior Citizens

Butte Ministers Assn.

B'Nale Brith of Butte

Calanthe Temple #3 Pythian Sisters

Camp Fire Girls

Chamber of Commerce

Christian Business & Professional Women's Club

Daughters of American Revolution

Copper City Women's Club

Disabled American Veterans Butte Chapter #6

Disabled American Veterans Auxiliary

Eagles, Butte Aerie No. 11

Exchange Club

Executive Club

Girl Scouts Shining Mountains Council

Heart Assn,, Montana (Memorials)

Insurance Women of Butte

Junior League of Butte, Inc.

Junior Women's Club of Butte

Kiwanis Club - Butte

Kiwanis Club - Silver Bow

Kiwanis Club - South Butte

Knights of Columbus

Lions

M.I.A.

March of Dimes

Marian White Arts & Crafts

Mineral & Gem Club of Butte

Modern Woodmen of America

Moose, Loyal Order

Muscular Dystrophy

Masonic Orders

National Business Women's Assn.

Optimist Club

Petticoat Patrol

Pioneer Club

Rocky Mountain Assn. for Retarded Children

Rocky Mountain Council of Garden Clubs

Rotana

Rotary Club of Butte

St. James Community Hospital Auxiliary

Silver Bow County Bar Assn.

Sheriff's Posse, Silver Bow County

Silver Bow County Medical Assn.

Silver Bow General Hospital Auxiliary

Skyline Sportsmens' Assn.

Soroptimist Club of Butte

Square Dance Club

Toastmasters, No. 378

Toastmistresses

United Commercial Travelers

Veterans of Foreign Wars

Vigilante Rodeo & Saddle Club

Welcome Wagon Club

Y M C A

BUTTE VOCATIONAL TECHNICAL CENTER
404 SOUTH WYOMING
BUTTE, MONTANA
59701

Your name has been given to us from the Office of Economic Opportunity (O.E.O.), as a person recently completing your High School Equivalency Examination (G.E.D.).

There are many people in your neighborhood who could benefit from extra educational training. Most of these people need help in basic reading and writing skills.

We feel that a person of your caliber, who has been able to study on his own and pass the G.E.D. examination, could help a neighbor develop some basic skills.

We are looking for volunteers who would be willing to work for an hour or so one night a week in the home of one of his neighbors or friends.

These volunteers will be given training at a workshop during the month of September. They will then be given free materials to help this neighbor or friend.

During the time the volunteer is working with his neighbor, he will be able to call upon the services of a trained teacher, who, if requested, will visit the home.

Your only reward will be in giving someone else the help that you received.

For further information, call Dave Keltz at the Butte Vocational Technical Center, phone 723-4882.

Sincerely,

Dave Keltz
Adult Basic Education Director

BUTTE PUBLIC SCHOOLS

BUTTE, MONTANA

TEACHER'S APPLICATION FORM

Name .....
(Give Name In Full)

Present Address ..... Phone .....

Permanent Address ..... Phone .....

Present Position .....

Where are your credentials on file? .....

POSITIONS DESIRED IN ORDER OF PREFERENCE:

(1) .....

(2) .....

(3) .....

Fasten Recent Photograph Here

Instructions

Give all information called for. Information given here will become a part of the contract, if elected.
A letter from applicant must accompany this form.

Important Information

Whenever possible, a personal interview is requested.

If elected, the applicant agrees to accept assignment to building, subjects, and activities as made by the superintendent and school board.

A salary schedule prevails in this district, the salary being dependent upon the amount of training and experience.

A certified (complete) transcript of all your college work must accompany this application.

Date .....

.....
(Signature of Applicant)

(Sign name as you will wish it to appear on contract and warrants, if you are elected.)

EDUCATIONAL TRAINING

	NAME OF SCHOOL	LOCATION	DATES INCLUSIVE	NO OF YEARS	MAJOR	MINO
ELEMENTARY						
JUNIOR HIGH						
SENIOR HIGH						
COLLEGE UNIVERSITY						
GRADUATE WORK						

EDUCATIONAL EXPERIENCE

DATES FROM TO	LOCATION	NAME OF SCHOOL	NO. OF YEARS	NO OF TEACHERS		YEARLY SALARY	SUBJECTS T
				BLDG.	SYSTEM		

OTHER EXPERIENCE (DO NOT LIST PART TIME WORK OR POSITIONS OF LESS THAN 6 MONTHS DURATION UNLESS THEY ARE CONSIDERED IMPOI

DATES FROM TO	LOCATION	NAME OF COMPANY	NO. OF YEARS	No. of Employees in Organization	YEARLY SALARY	

REFERENCES GIVE FIVE REFERENCES, INCLUDING ESPECIALLY SUPERINTENDENTS AND PRINCIPALS UNDER WHOM YOU HAVE TAUGHT. WHO HAVE KNO

NAME	

DIPLOMA OR DEGREE	YEAR OF GRADUATION	QUARTER HRS. AFTER B. A.	GENERAL SCHOLARSHIP	HONORS	ACTIVITIES

...OR POSITIONS HELD	ACTIVITIES HANDLED	REASONS FOR LEAVING	NAME AND ADDRESS OF SUPERINTENDENT

...NT TO YOUR CAREER.)

TYPE OF WORK	REASONS FOR LEAVING	NAME AND ADDRESS OF EMPLOYER

...ND KNOWLEDGE OF YOUR CHARACTER, PERSONALITY, SCHOLARSHIP AND TEACHING ABILITY.

ADDRESS	OFFICIAL POSITION

PERSONAL DATA

1. Name.....
2. Exact Name on Social Security Card..... Social Security No.....
3. Age..... 4. Date of Birth..... 5. Place of Birth.....
   Month Day Year
6. Nationality..... Race..... 7. Are you an American citizen?.....
8. Height..... 9. Weight..... 10. Married..... 11. Widowed..... 12. Divorced.....
13. Married women give husband's vocation and residence .....
14. Married applicants: No. of children..... Other dependents.....
15. Nature and extent of any physical handicaps:.....
16. Is your health sufficient to carry a full teaching load, plus a normal assignment of extra curricular work.....?
17. Do you use tobacco or alcohol?.....
18. Hobbies—in order of preference:.....
    .....
19. Military status.....

PROFESSIONAL INFORMATION

1. What teaching certificate do you have?..... When does it expire?.....
2. State activities you are qualified and willing to handle, in order of preference.
   (a)..... (b).....
   (c)..... (d).....
3. List other professional organizations in which you hold membership.....
   .....
4. Do you belong to any secret organization?.....
   .....
5. If you are an applicant for a position in the first six grades, please answer the following:
   (a) Can you teach music in your own room?....., (b) Art?....., (c) physical training?.....
6. Travel (Give dates and places).....
   .....
   .....
7. List special abilities in order of greatest proficiency.....
   .....
8. List vocations you have prepared for besides teaching.....
   .....
9. Have you ever failed to be reelected?..... Where?.....
   If so, state reasons:.....
   .....

MAIL APPLICATION TO: SUPERINTENDENT OF SCHOOLS, BUTTE, MONTANA

APPLICATION FOR TEACHER AIDE

C-39

PROJECT 309

DATE_____

Name_____ BIRTHDATE_____
(Last) (First) (Middle) Mo. Day Year

Address_____
(Number of Street) (City) (State)

Phone_____ Social Security Number___ __ Age_____

Check One: (1) Male_____ Female_____

(2) Married_____ Single_____ Divorced_____ Separated_____

Widowed_____

Highest Grade Completed in School (Circle One):

5 6 7 8 9 10 11 12 Graduated_____ 13 14 15 16

Year Graduated_____

Schools attended: Elementary_____ High School_____

Junior High_____ Other_____

_____

Present Employer_____ Address_____

Type of Work_____ What Hours_____

Height_____ Weight_____ List any physical handicaps:_____

_____

_____

How did you hear about this job?_____

_____

List any skills you have which you feel would help our program:_____

_____

Can you Type?_____ Words per Minute_____

List any business or educational machines you can operate:_____

_____

_____

List all occupations in which you have worked:

Occupation	Employer

Have you had any teaching or related experience?

Would you be willing to attend a two-week training session? (At school expense) Yes_____ No_____

How do you feel you can help our program as a Teacher Aide?

404 South Wyoming
Butte, Montana 59701

Dear Applicant:

Enclosed is an application form we wish you would fill out and return to the Butte Vocational Technical Center.

Please fill this form out completely. Mail completed form to:

Mr. Dave Keltz
Director, Project 309
Butte Vocational Technical Center
404 South Wyoming Street
Butte, Montana 59701

Thank you.

Sincerely,

Dave Keltz
Director, Project 309

C-42

BUTTE VOCATIONAL TECHNICAL CENTER
404 SOUTH WYOMING
BUTTE, MONTANA
59701

MAURICE DRISCOLL
Director

MELVIN COTTRELL
Asst. Director

PHONE 723-4582
AREA 406

August 28, 1970

This is to inform you that you were an unsuccessful candidate for the position for which you applied in Project 309.

Approximately eighty applications were received and were screened by a three-teacher selection committee before interviewing those selected. We can assure you that every consideration was given to your application.

We are, however, keeping your application on file in case a position should become available in the near future. Your interest in applying for the position is appreciated.

Sincerely,

P. M. Harstead
Project Director

PMH:ckm

2.0 WORKSHOP

After the selection of Project Homebound staff, a 30 hour workshop was implemented. The purpose of this workshop was to familiarize the staff with problems which they would encounter when teaching disadvantaged adults, and to introduce the use of instructional material which would be available for use during the program.

The workshop was divided into two areas, consisting of consultant goals (2.2) and staff goals (2.3).

2.1 Planning and Organization

To conduct a practical workshop, planning and organization was of the utmost importance. It was necessary to limit the areas which would be most fully covered during instruction. Organization of the workshop was carefully planned and is explained in the following steps:

2.1.1 The first step undertaken was the selection of a training site. At first the training workshop was to be held at Montana State University in Bozeman, Montana. The sessions were to be held for two weeks at the University, and all participants were to be paid a stipend. Out-of-town training was not feasible since the hired staff would be able to attend this workshop, the core of volunteers would not because of work and other commitments. The administration felt that a centrally located building could be utilized, thus the workshop site was selected at the Butte Vocational

Technical Center. There were rooms available and the building was accessible to all participants.

The next in planning and organization was the determination of training dates. The days of instruction were selected prior to implementation of classes. The workshop sessions were arranged to be held in ten three hour blocks of instruction. These ten blocks of instruction were to be spread over a three week period. The most logical time for the instruction was evening hours. Two factors played an important role in the selection of evening hours:

Availability of the selected consultants

Availability of volunteers to attend training sessions.

The workshop was set up to provide three nights of training the first two weeks, and four nights during the final week of instruction. Spreading out the instruction to hold the interest of both the volunteers and the staff was desirable.

2.1.2 To decide upon the areas of instruction, an analysis of target population was necessary. To do this, the two primary minority groups, the American Indians and the Mexican Americans, living in the Butte area, were listed. It was evident that the majority of the students would be from the lower socio-economic group of the city, and that the areas of instruction be geared toward the education of the disadvantaged. (See consultant goals 2.2)

2.1.3 A list of consultants who would fit into the specific areas of instruction was compiled. Three factors were taken into consideration:

1. The availability of consultants to correspond to workshop dates.
2. The distance which the consultant would have to travel. (This had to be considered because of the lengthy spread of the workshop.)
3. The consultant's qualifications in the specific training areas and familiarity with the Butte populace.

2.2 Consultant Goals

The workshop was broken into two sections, one comprising consultant goals and one comprising staff goals. The consultant goals dealt specifically with the area of sensitivity training. (See staff goals 2.3)

2.2.1 A primary area of instruction was the study and discussion of the life style of the disadvantaged. This area was broken down into six subtopics.

1. Culture
2. Environment
3. Family life
4. Marital values
5. Child rearing
6. Needs of the disadvantaged

2.2.2 The most important phase of the workshop was the session on communication. Five sub-topics were discussed by the group. Included were the following:

1. Teachers' mode of dress
2. Acceptance of students' opinion
3. Talks geared to the students' level
4. Understanding student need
5. Building program around the students' strengths

2.2.3 Another major topic of discussion was the techniques of teaching adults. This phase of the workshop was divided into five sub-topics:

1. Understanding emotional problems of the adult
2. Motivation of the adult student
3. Involvement of teacher with student
4. Maintaining student interest
5. Adapting materials to student needs

2.2.4 The final phase of the consultant's goal was the organization of the Homebound class. This section was broken into six sub-topics:

1. Determining student needs
2. Selection of materials
3. Record keeping
4. Recruitment (See block 3.0)
5. Successful involvement
6. Adapting other educational materials (See block 7.0)

(For outline on organization of classes, see block 4.0)

2.3 Staff Goals

At the conclusion of the teacher awareness section of the workshop, the staff goals were implemented. The objective of staff goals was to familiarize the staff and volunteers with the instructional materials which would be available for their use during the duration of the project. Also at these sessions the final teaching teams were organized and team teaching situations explored.

2.3.1 Instructional Materials (See block 7.0)

2.3.2 During the consultant goal session of the workshop, a close observation of teachers and teachers' aides was kept. The purpose of this was to find aides and teachers who would work well together and form an effective instructional team. Teaching teams were organized and assigned to geographic areas of the city. The responsibility of each team member was discussed in detail. (See 1.0 staff)

2.3.3 Because of the low economic status of the potential students it was necessary to discuss and examine the referral services available to this class of people. A list of agencies can be broken down into the following areas:

1. Family planning
2. Health
3. Finances
4. Legal Aid
5. Vocation
6. Education

NOTE: For a guide to Adult Basic Education In-Service Program, write any state department of public instruction or the University of Texas at Austin, Extension Teaching and Field Service Bureau, Austin, Texas 78712, Dr. W. E. Barron, Director.

3.0 RECRUITMENT OF STUDENTS

Once the groundwork had been laid and the personnel had been chosen for Project Homebound, the vital next step was the recruitment of students. News of Homebound spread quickly throughout Butte and surrounding area, and soon a surprising number of prospective students had been recruited through various personal contact and media contact methods.

3.1 Personal Contact Recruitment

The personal contact methods employed accounted for over half of the total number of students serviced by Homebound during the year. A unique method of recruiting

3.1.1 students used in Butte involved the use of a compiled list of the names of persons in need of basic education. The names were obtained through multi-agency co-operation with such local agencies as the employment office, the welfare department, and leaders of minority groups participating.

The names of persons which appeared on the compiled

3.1.1.1 lists were then divided into geographical areas throughout the city and assigned to teams of two aides who served as recruiters. Whenever possible, the aides were

3.1.1.2 assigned the task of contacting students who resided in their own general locality in order to minimize mileage and travel time. Although many of the names and addresses

were out-dated, the persons who were able to be contacted were given a thorough explanation of the program; and this phase of the recruitment process resulted in the immediate enrollment of eighty-one students. The recruiters used pamphlets and other materials from the Butte Vo-Tech Center for identification, and this publicity was also helpful in encouraging an increased enrollment in evening classes offered by Butte Vo-Tech.

3.1.1.3 The friendly approach used by the recruiters, coupled with the hospitality of local residents, was most instrumental in introducing this pilot program to the

3.1.1.4 community. The applications obtained in this manner were returned to the Homebound office for evaluation and processing. Once again, the resulting list of students was divided geographically among the six teaching teams. Classes and individual instruction sessions were scheduled by the team teacher. (See Class Organization 4.0)

3.1.2 In an effort to increase the enrollment, the aides conducted a door-to-door campaign in which efforts to

3.1.2.1 contact potential students were concentrated in various low-cost housing developments throughout the city. This

3.1.2.2 door-to-door campaign utilized the same type of friendly

3.1.2.3 approach to potential students, and similar processing techniques as those which have been described.

As in any community, one of the speediest methods for spreading information and increasing the enrollment

3.1.3 was found to be word-of-mouth. A substantial number of students were recruited simply because they contacted or
3.1.3.1 were contacted by a member of the Homebound staff or someone who was informed about the project; however, students already in the program also aided the recruit-
3.1.3.2 ment process by telling their friends and neighbors about
3.1.4 it. Telephone calls by potential students to the Home-
3.1.4.1 bound office also effected an increased enrollment.

3.2 Media Contact Recruitment

Mass media methods were also employed to aid in introducing Homebound to Butte. As supplements to the personal contact methods already described, advertise-
3.2.1 ments on the radio, television, and newspaper were also effective in attracting many new students to the program.
3.2.2 Printed posters were displayed in business places, as well as at the welfare office, payroll distribution
3.2.3 centers, grocery stores, and churches. Service and social organizations were contacted regularly about potential students, and persons whose names were turned up in this manner were contacted by staff members.
3.2.4 Finally, other departments and agencies have also aided in increasing the enrollment by referring students to Homebound.

Note: Student recruitment forms follow.

Study adult basic education in your home or neighborhood through Butte Vo-Tech Center's PROJECT HOMEBOUND. Instruction and books are free!!

Courses being taught are:

READING
WRITING
SPEAKING ENGLISH
MATHEMATICS
SCIENCE, and,
those leading to G.E.D.
high school completion.

You may enroll at any time for afternoon or evening sessions.

PHONE 723-3960

THE BUTTE VO-TECH CENTER

BASIC INFORMATION

Name of Student_____Sex_____Age_____

Current Address_____

Marital Status: Single___Married___Divorced___Separated___Widower Widow_____

Number of Dependents_____

Last School Attended_____Last Grade Completed_____

TEAM INFORMATION

Instructor_____Name_____Team Number

Master Teacher_____

Teacher Aide_____

Volunteer_____

Time of Instruction	MON	TUE	WED	THUR	FRI	SAT
Day						

Hours of Instruction_____From_____To_____

GENERAL INFORMATION

General Education Development _____Adult Basic Education_____

Date Entered Program_____Date Exit Program_____

Total Hours of Instruction_____Total Classes of Inst._____

Reason for separation from Program:

1._____Course Completed

2._____Employed

3._____Entry into Training Program

4._____Job Change

5._____Lack of Interest

6. Other known reasons

A._____

B._____

C._____

7. Unknown reason_____

Name:

Address:

Social Security Number:

Sex:

Date of Birth:

U. S. Citizen:

Military Service:

Marital Status:

Head of Family or Household:

Primary Wage Earner:

Is English the Primary Language Spoken in the Home?

Language Regularly Spoken in the Home other than English:

Race:

If Spanish Surname: ___Cuban ___Puerto Rican ___Mexican-American ___Other

Number of Dependents:

Handicapped:

Grade Completed:

Previous Job Training:

Job Title:

Primary Occupation Title (Specific):

Participation in Other Government Programs:

Current Work Status:

Referred to Project by:

STUDENT APPLICATION

NAME_____AGE_____
LAST FIRST MIDDLE

ADDRESS_____CITY_____

TELEPHONE_____PLACE OF BIRTH_____

LAST GRADE COMPLETED IN SCHOOL 4 5 6 7 8 9 10 11 12

LOCATION OF SCHOOL_____

SPECIAL INTERESTS AND HOBBIES_____

_____

_____

CLUBS OR ORGANIZATIONS_____

EDUCATIONAL INTEREST BASIC_____GED_____

OTHER_____

DAYS AVAILABLE FOR INSTRUCTION MON. TUE. WED. THUR. FRI.

AFTERNOON_____EVENING_____

Would you meet in the home of a neighbor for instruction?_____

Would you accept others in your home for instruction?_____

If instruction were held in a neighborhood center, would you require:

TRANSPORTATION_____BABYSITTING_____

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NAME_____ AGE_____ SEX_____

ADDRESS_____ PHONE_____

BORN ☐ BUTTE ☐ MONTANA ☐ NON-MONTANAN ☐ FOREIGN - SPECIFY_____

MODEL NEIGHBORHOOD AREA ☐ NON-MODEL NEIGHBORHOOD AREA ☐

HIGHEST GRADE LEVEL COMPLETED: 0 1 2 3 4 5 6 7 8 9 10 11 12 OTHER_____

RACE ☐ WHITE ☐ AMERICAN INDIAN ☐ ORIENTAL ☐ OTHER_____

SPANISH SURENAME ☐ CUBAN ☐ MEXICAN-AMERICAN ☐ PUERTO RICAN ☐ OTHER _____

U. S. CITIZEN ☐ YES ☐ NO HANDICAPPED ☐ YES ☐ NO

MARITAL STATUS ☐ NEVER MARRIED ☐ MARRIED ☐ DIVORCED/SEP. ☐ WIDOW/WIDOWER

EMPLOYMENT ☐ FULL TIME ☐ PART TIME ☐ UNEMPLOYED ☐ NOT IN LABOR FORCE

PUBLIC ASSISTANCE RECIPIENT ☐ WELFARE ☐ UNEMPLOYMENT INSURANCE ☐ OTHER_____

BASIC EDUCATION ☐ GENERAL EDUCATION DEVELOPMENT ☐ OTHER ☐_____

DATE ENTERED_____ DATE EXIT_____ REASON_____

STUDENT OBJECTIVE:_____

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
ADULT EDUCATION ACT OF 1966, Section 309(b), Title III, P.L. 89-750
PARTICIPANT INFORMATION

FORM APPROVED
BUDGET BUREAU NO. 51-R0781

U.S. OE CONTRACT OR GRANT NUMBER

FISCAL YEAR OF AWARD

The teacher, counselor, or other staff member will interview and fill out this form for each participant of an Adult Basic Education Special Experimental Demonstration Project which is supported by the Office of Education under authority of Section 309(b) of the Adult Education Act of 1966 *(Title III, P.L. 89-750)*. Within two weeks after the participant enrolls in the project, the project director will forward this form to: DHEW/U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education, Washington, D.C. 20202.

PART I - PARTICIPANT DATA

1. NAME OF PARTICIPANT *(Print or type)*

1a. ADDRESS *(Number, street, city, State and ZIP code)*

2. SOCIAL SECURITY NUMBER

3. SEX
A. ☐ MALE B. ☐ FEMALE

1b. COUNTY

1c. CONGRESSIONAL DISTRICT

4. DATE OF BIRTH
MONTH | YEAR

5. U.S. CITIZEN
A. ☐ YES B. ☐ NO

6. MILITARY SERVICE *(If veteran, give discharge date)*
A. ☐ VETERAN A(1) DISCHARGE DATE: _____
B. ☐ REJECTEE C. ☐ OTHER NON-VET

7. MARITAL STATUS
A. ☐ NEVER MARRIED
B. ☐ MARRIED C. ☐ WIDOW/WIDOWER
D. ☐ DIVORCED/LEGALLY SEPARATED

8. HEAD OF FAMILY OR HOUSEHOLD
A. ☐ YES B. ☐ NO

9. PRIMARY WAGE EARNER
A. ☐ YES B. ☐ NO

10. IS ENGLISH THE PRIMARY LANGUAGE SPOKEN IN THE HOME
A. ☐ YES B. ☐ NO

11. LANGUAGE REGULARLY SPOKEN IN THE HOME *(Other than English)*

12. UNEMPLOYED INSURANCE CLAIMANT *(Check one)*
A. ☐ YES B. ☐ NO C. ☐ EX-HAUSTEE

13. PUBLIC ASSISTANCE RECIPIENT
A. ☐ YES B. ☐ NO

14. RACE *(Check one)*
A. ☐ WHITE
B. ☐ NEGRO
C. ☐ AMERICAN INDIAN
D. ☐ ORIENTAL
E. ☐ OTHER

15. IF SPANISH SURNAME *(Check one)*
A. ☐ CUBAN
B. ☐ MEXICAN-AMERICAN
C. ☐ PUERTO RICAN
D. ☐ OTHER

16. NUMBER OF DEPENDENTS
A. ☐ 0 D. ☐ 3 G. ☐ 6 AND OVER
B. ☐ 1 E. ☐ 4
C. ☐ 2 F. ☐ 5

17. HANDICAPPED
A. ☐ YES B. ☐ NO

18. HIGHEST GRADE LEVEL COMPLETED IN SCHOOL

19. PREVIOUS JOB TRAINING
A. ☐ YES B. ☐ NO *(If "YES", complete No. 20 and 20A)*

20. JOB TITLE

20A. DATE COMPLETED
MONTH | YEAR

21. PRIMARY OCCUPATION TITLE *(Give specific job designation, such as freight handler, salad girl, etc.)*

22. OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB

23. PARTICIPATION IN OTHER PROGRAMS
☐ A. NONE
☐ B. PARTICIPATED IN *(Check all relevant items)*
☐ (1) WORK EXPERIENCE
☐ (2) ADULT VOCATIONAL
☐ (3) MILITARY OCCUPATIONAL
☐ (4) MANPOWER DEVELOPMENT
☐ (5) ON-THE-JOB TRAINING
☐ (6) ADULT BASIC

24. HAVE YOU EVER BEEN EMPLOYED FULL TIME *(at least 32 hours a week)* CONTINUOUSLY FOR A SIX-MONTH PERIOD?
A. ☐ YES B. ☐ NO

25. CURRENT WORK STATUS *(Check one)*
☐ (1) EMPLOYED FULL TIME *(at least 32 hours a week)*
☐ (2) EMPLOYED PART TIME *(less than 32 hours a week)*
☐ (3) UNEMPLOYED BUT SEEKING WORK
☐ (4) NOT IN LABOR FORCE

26. IF NOT EMPLOYED FULL TIME, GIVE PRIMARY REASON *(Check one)*
☐ (1) UNABLE TO FIND WORK
☐ (2) KEEPING HOUSE
☐ (3) IN SCHOOL
☐ (4) RETIRED
☐ (5) NOT SEEKING WORK
☐ (6) HEALTH PROBLEM
☐ (7) TRANSPORTATION PROBLEM
☐ (8) LACKS EDUCATION, TRAINING SKILL, EXPERIENCE, OR HAS OBSOLETE SKILL
☐ (9) CHILD CARE PROBLEM
☐ (10) CARE OF OTHER FAMILY MEMBER
☐ (11) CONVICTION RECORD
☐ (12) OTHER *(Specify)*

OE FORM 3121-3, 3/70

27. YEARS OF GAINFUL EMPLOYMENT	28. ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN JOB	29. INCOME	
(1) ☐ UNDER 1 YEAR (3) ☐ 3 - 9 YEARS (2) ☐ 1 - 2 YEARS (4) ☐ 10 YEARS AND OVER	$	(1) PARTICIPANT'S ESTIMATED EARNINGS FOR LAST 12 MONTHS	$
		(2) ESTIMATED FAMILY INCOME FOR LAST 12 MONTHS	$

30. REFERRED TO PROJECT BY

- ☐ (1) JOB CORPS
- ☐ (2) UNION
- ☐ (3) EMPLOYER
- ☐ (4) CHURCH
- ☐ (5) WELFARE
- ☐ (6) ABE RECRUITER OR COUNSELOR
- ☐ (7) RADIO, TV, OR NEWSPAPER
- ☐ (8) ANOTHER STUDENT
- ☐ (9) OTHER *(Specify)*

31. REASON FOR PARTICIPATION

- ☐ (1) TO GET A JOB
- ☐ (2) TO GET A BETTER JOB
- ☐ (3) FOR EDUCATION OR SELF-IMPROVEMENT
- ☐ (4) OTHER *(Specify)*

PART II - AUTHENTICATION

1. NAME OF CONTRACTOR OR GRANTEE	ADDRESS *(Number, street, city, State, ZIP code)*
2. NAME OF PROJECT	LOCATION OF PROJECT *(address)*

3. DURATION OF PROJECT	4. NAME OF PROJECT DIRECTOR *(Print or type)*	DATE
FROM TO	SIGNATURE OF PROJECT DIRECTOR	

5. TITLE OF INTERVIEWER	SIGNATURE OF INTERVIEWER *(If different from Project Director)*	DATE *(Mo., Day, Year)*

GPO 892-330

4.0 CLASS ORGANIZATION AND INSTRUCTION

4.1 After processing the applications, the office assigned groups and individuals to team teachers who chose the instructor.

4.1.1 Six teams each comprised of one teacher, two aides, and one to five volunteers, were assigned certain geographical areas in the county. Basic students within each area were given to one aide, the GED students to the other, thus avoiding duplication of the instructor's time in lesson preparation. As enrollment increased it was impossible to maintain these subject matter fields strictly to accomplish team teaching, since a student's availability sometimes conflicted with hours the instructor had already filled. Volunteers were utilized when available.

4.1.2 From information given during the first interview, the team teacher determined types of materials temporarily suitable for each student. These were used for the first lesson to make an informal evaluation of the student's educational level. Realistic goals were set depending on the student's needs and the length of the instructional period. Goals included learning to read and write, to improve conversational English, to improve writing and spelling, to use practical math, to secure a driver's license, to become a naturalized citizen, and to pass the high school equivalency exam.

4.1.3 Instructor and student mutually agreed on a convenient date, time, and place for a regular class. These were usually weekly two-hour sessions in the student's home, although very basic students began with one hour classes. More classes weekly and longer sessions sometimes resulted.

4.1.4 Groups of those willing to join were formed, though time conflicts, various educational levels, and embarrassment often proved problematical. It was easier and more successful to group GED students with the same goal than basic ones or those with special goals. In GED group centers the classes met two hours daily, in the afternoon at one center and in the evening at another in the same area. One teacher acted as coordinator, yet daily rotation on a regular schedule allowed teachers to instruct in their special fields. Individuals, who progressed after tutorial help, were encouraged to join groups, and were sometimes accompanied to the first group lesson by their instructor.

4.2 Class instruction was based on individual needs and presented in conventional as well as innovative ways. Group teachers used lectures, field trips, and laboratory methods. Individual lessons were tutorial.

4.2.1 At the first individual lesson the teacher accompanied the aide, introduced materials, and demonstrated the use of these by teaching the student his first lesson. A basic reading lesson might begin with review of the alphabet and

knowledge of dictionary skills. If these were lacking, they were begun to be taught immediately. The level of reading ability was determined by orally reading together

4.2.2 selections at different levels. The teacher recommended materials

4.2.3 for future use. The aide located the materials and prepared special sheets to accompany her lesson plans. The

4.2.4 teacher previewed and approved these at a weekly individual planning session with each aide. A diary-type notation of the date and content of each lesson was kept in a separate section for each student in the aide's notebook. For example: "November 17, 1970, learned to use 1968 supplementary volume of own encyclopedia set. Finished homonyms. Read orally "Wild Swans", from her book of Andersen's Fairy Tales. Pronounced second row of consonant blends (from sheet). Introduced and assigned antonyms."

4.2.5 The aide worked directly with the volunteer -- indoctrinating, supplying materials, and preparing lesson plans, which were given to the volunteer at least 24 hours prior to the private lesson. Each volunteer helped one student two hours weekly. The aide maintained the responsibility and re-scheduled the class in case of the volunteer's absence and/or if the time conflicted with the aide's previously scheduled lesson. Students sometimes cancelled, but Homebound personnel on the team cooperated to always provide instruction as originally planned.

Notebook diaries aided substitutes, as well as comprehensive review for the team teacher on periodic visits.

4.2.6 The team teacher was available two hours each morning in the office for resource consultation in her special field. Supervisory duties were met in the afternoons or evenings when the teacher did not have individual or group lessons of her own.

Note: For team and student record forms see the following pages.

CLASS RECORD

Student_____ Team #_____ Curriculum_____

Day and Date of class	Acc.	Instructor	Length of Instruction	Hours Acc.	Remarks

TEACHERS WEEKLY REPORT

TEACHER _____ DATE _____ TO _____

DAY	STUDENTS NAME	VOLUNTEER & TEACHER AIDE	ADDRESS OF CLASS	HRS OF INST	BASIC OR GED

Student Evaluation Report

Due: June 25, 1971, under 75 words, TYPED. Please be as honest and realistic as possible.

Guidelines:

1. Name, race, age, sex.

2. Entrance level and educational background:

   A. No schooling.
   B. Education in foreign school.
   C. Primary, grades 1-3.
   D. Intermediate, grades 4-6.
   E. Junior High.
   F. Senior High.
   G. Any other educational experience.

3. Accomplishments:

   A. Specific, for example: Speaking, Reading, Writing, GED, employment, citizenship.

   B. Attitude.

4. Materials used, approach, methods.

Butte, Montana
Project Homebound 309 B
1970 - 1971

GIACOMO FIACO

Vita: White, male, age 63, Italian-born.
Had no U. S. schooling, attended through intermediate level in Italy.
Received approximately 60 hours of instruction January 25 - June 18.

Accomplishments: He was illiterate, but he can now read and write at primary level. He has developed word recognition, word meaning, word analysis, and basic dictionary skills.

Methods used: Individualistic tutorial lessons were given bi-weekly in his home using the eclectic approach to reading with the use of adult workbooks, two of which he completed.

Butte, Montana
Project Homebound 309 B
1970 - 1971

SUSY WONG

Vita: Oriental, female, age 31, Korean-born.
Had no U. S. schooling, completed 9th grade in Korea.
Received approximately 60 hours of instruction October 6 - June 4.

Accomplishments: She has passed her naturalization test and improved her conversational English.

Methods used: She received individual tutorial home lessons in English weekly as well as bi-monthly group lessons. Materials used were adult workbooks and primary and intermediate level student newspapers.

5.0 IN-SERVICE TRAINING

The six master teachers and consultants conducted two-hour daily morning in-service training for the aides, and volunteers, and other teachers not conversant in a

5.1 particular subject. The primary purpose of this training was to teach methods and techniques essential for ABE instruction. The in-service training was also utilized for

5.1.1 these reasons: To reinforce and review the subjects taught Homebound students, especially in new approaches and modern methods which the instructors had not had during their own

5.1.2 elementary and secondary education; to familiarize the instructors with the workbooks and printed materials provided by the administration, and how to use these productively in teaching their students; to "brain-storm" to create materials not already available, and to learn of original approaches already successfully prepared and tried by a co-worker.

5.1.3 These were some innovations produced for use in Homebound:

A "torah" type paper roller was used in lieu of a large blackboard. It was prepared previous to the lesson and conserved teacher time in preparing the same lesson for similar needs, either individual or group. Its portability and compactness were an asset for kitchen classes.

Index cards with examples of words illustrating phonics generalizations were dealt as a group game, then passed to another participant at regular timed intervals. This sharpened pronunciation skills.

To emphasize that learning can be fun, group "games" were played to teach spelling. These included a dictionary relay to find definitions and correct spelling from a prepared list of words; a fish-bowl spelling lesson in which the participants donated words to a receptacle from which others drew a word to spell; group solutions to the same cross-word puzzle within a time limit; taking a root word and "pulling out" as many in the "family" as possible by adding prefixes and suffixes; choosing a five-letter word with two vowels, such as "bread" and forming new words beginning with each letter to fit special categories: "birds" as "bat", "robin", "eagle", "albatross", and "dove"; adding one suffix to as many words as possible in an allotted time; and choosing a noun to see how many appropriate adjectives the players could recall in a given period.

A number of graphs and charts were assembled in notebook form to teach arithmetic and reading skills. This "visual" method was effective for basic readers as well as GED students.

Magazine pictures illustrating high usage words were assembled to begin conversing with non-English

speaking students, or to teach illiterates to read and write.

Supplementary sheets of many kinds were prepared to review and reinforce topics slightly covered in commercial workbooks. These fulfilled individual needs. Some included a science vocabulary glossary, English grammar, vocabulary, the most-often misspelled words, adult basic word lists, sight words, and progressively arranged mathematical work sheets.

These were some ideas used to teach the practical skill of reading the newspaper:

A cartoon without a caption was presented to the student for his interpretation and label. This was then compared with the original caption.

Newspaper pictures or others were shown to be given a title or to identify with a current topic. This developed conversational and listening skills.

Only the headline from a news story was given for the student to write the story to develop concise writing, and to include the five "W's".

Situations from advice columns were presented for which the student was asked to provide the advice. This was then compared with the columnist's reply. This technique aided

the teacher in counseling on personal, family, and health problems.

Scrambled words or pictures were laid out to be reorganized in logical sequence. This developed organizational skills and thought progression.

Classified ads were cut out of the paper without their classification title. The student was asked to assemble these in categories. This taught contents of the advertising page as well as basic skills.

An explanation with maps and blackboard diagrams of the geodetic survey proved to be a valuable lesson for property owners.

5.1.4 In-service provided a vehicle for question and answer periods. Whenever an instructor encountered a new problem, suggestions were freely given. Requirements for naturalization, changes in GED testing, and the time and dates for such exams, as well as the subject matter for which to be prepared were some areas discussed.

5.2 Development of in-service originated from the assignments made by the administration when the master teachers were hired with their major qualifications each representing a different subject-matter field. The majority of the aides had no education beyond high school, and the volunteers were not selected according to educational level.

5.2.1 Therefore, the training was held daily from 10-12 a.m. in the Project's only office with teachers and subjects rotating. A separate classroom would have been more desirable. Attendance for aides was mandatory unless that was the only time a student could arrange his lesson. Announcements were made by the project director and his assistant, guidelines were presented, and staff meetings were held at this time, cancelling the formal lesson, if the need arose. Team teaching schedules were used as reference for the whereabouts of absentees, who were notified by the master teacher of important proceedings. Each team endeavored to have at least one representative present at all meetings.

5.2.1.1 Consultants occasionally attended to present advanced knowledge in educational trends and practices. Follow-up visits from those who conducted the initial work-shop relegated practice and theory. Reports on two state-wide workshops were given by the personnel who attended.

5.2.2 The master teachers were responsible for these subject areas: English, reading, social studies, mathematics, and

5.2.2.1 science. The English teacher discussed literary types with emphasis on poetry to help GED students. Grammar, sentence construction, and vocabulary building were covered.

5.2.2.2 Reading with emphasis on how to teach basic skills was taught using the eclectic approach. Word structure

emphasizing prefixes and suffixes, phonics generalizations, dictionary skills, and word meaning were presented. How to read the newspaper was taught using innovative techniques. (See 5.1.3)

5.2.2.3 The social studies teacher reviewed state and federal governmental organizations. Educational movies, which showed life in the countries from which minority groups served by Homebound came, were shown weekly. These were previewed by the staff and then often shown to group classes of students.

5.2.2.4 Mathematics lessons in basic math, algebra, and modern math were conducted in a traditional manner with the staff singly working out the problems in class before they presented the problems to their students. The master teacher instructed first, then offered individual help before working out the solutions on the board.

5.2.2.5 Science definitely directed toward GED exams was taught by the lecture method. Natural sciences of interest to housewives and knowledge for everyday use was imparted.

5.2.2.6 When weather and time schedules permitted the staff took the opportunity to take educational field trips. One learning situation was the session of federal court held here on a case of national importance. The aides were excused from formal in-service to attend the court twice. One entire day was spent in attendance at Montana's state

legislative session. Another afternoon was spent touring the most historic site in Butte. A special tour was conducted for the aides as many had never had occasion to enter or study the building previously.

6.0 THE ADVISORY COMMITTEE

6.1 The basic purpose of this committee was to provide a vehicle by means of which the citizens of the community could participate and contribute more effectively in relation to the Homebound Project. Its specific purpose was to provide an effective means of two-way communication between project and general public. This was implemented through supplying an effective means for utilizing the talents and abilities of persons in the community in solving project problems. Also this committee procured personnel for a more thorough study of various project problems than could be made available by the administration with its limited manpower. Furthermore, this committee mobilized the force of an informed public opinion behind actions needed for developing and maintaining a sound, progressive educational program for all people of the community.

6.1.1 The list of potential members was compiled by the Director and Assistant Director of Homebound from the principal Project Homebound co-operating local agencies which are: Model City, Butte School District # 1, The North American Indian Alliance, Butte Senior Citizens, The State Employment Office, The City of Butte, The Y.M.C.A., The Office of Economic Opportunity, The Chamber of Commerce,

The Montana State Department of Public Instruction, The State Welfare Office, industrial employers, local service clubs, and various churches.

6.1.2 Preference was given to directors of these organizations and agencies with the thought in mind that in enlisting these leaders of the community Project Homebound publicity would be more rapidly expedited.

6.1.3 Members were selected from the aforementioned agencies as stipulated; however, exigencies left us with the following members: The Assistant Director of Model City, The Assistant Director of the Butte Vocational Technical Center, The Director of the North American Indian Alliance, The Director of the Butte Senior Citizens Council, The Director of the State Employment Office, an official representing the city of Butte, The Director of the Y.M.C.A., a social worker representing O.E.O., a member of the Chamber of Commerce, the Director of ABE for the Montana State Department of Public Instruction, an assistant to the Director of the State Welfare Office, the President of A.I.D., The President of A.C.T., The Personnel Director of the Anaconda Company, and the Vice-President of a local bank.

6.1.4 Personal contact was made with the aforementioned individuals, who all consented to serve on this committee.

6.2 The function of this committee over and above its previously mentioned basic and specified purposes was to serve as a liaison organization in the recruitment of

students, and volunteers. Also these members were to utilize their agencies and organizations as referral entities for students. Furthermore, some of these committee members served as employment relation and community involvement experts.

6.2.1 Recruitment of students was facilitated through the efforts of these advisory committee members who provided us with a list of four hundred potential 309 B students.

6.2.2 Recruitment of volunteers was enhanced by these advisory committee members who informed us of dependable and competent individuals who might serve as volunteer Homebound teachers.

6.2.3 Many members of the Advisory Committee utilized the agencies they represented to serve referral and consulting organizations for Project Homebound students.

6.2.4 Some members of the committee were instrumental in placing Homebound students in positions available within their organization. For example, as the year progressed, students entered M.D.T.A. Training, The Butte Vocational Technical Center, Butte High School, or attained gainful employment.

6.2.5 Since the members of the Advisory Committee worked as a team, community involvement concerned not only Project Homebound activity but also activity in dozens of other areas.

ADVISORY COMMITTEE MEMBERS

Dave Keltz, Assistant Director, Butte Vo-Tech Center

Bill Milligan, City of Butte

Clayton Garner, Director, Montana State Employment Service

Joe Schara, Counselor, Montana State Employment Service

Al Guay, Social Worker, Neighborhood Center

Tim Shea, Vice-President, Miners Bank

Delores Barsanti, President, A. I. D.

Rita Conavad, Model City Demonstration Agency

Jim Carden, Personnel Director, Anaconda Company

Ozzie Williamson, Director, N. A. I. A.

Maurice Anderson, President, A. C. T.

Marie Bradley, Director, Senior Citizens

Brent Poulton, ABE Supervisor, State Department of Public Instruction

Glen Hegdahl, Director, Y. M. C. A.

Josephine McArthur, Director, State Welfare Office

Herb Venner, Advisor, B. P. O. E. 240

Warren Means, Director, M. D. T. A.

Pat Harstead, Educational Committee, Silver Bow Kiwanis

Carlin Good, Advisor, Community Hospital Auxiliary

PROJECT HOMEBOUND

ADVISORY COMMITTEE

AGENDA

1. Roll Call
2. Reading and adoption of Minutes
3. Report on Project Homebound.
   - A. Overview of project
   - B. Administration
   - C. Teachers
   - D. Aides
   - E. Volunteers
   - F. Students
4. Unfinished Business
5. New Business
6. Speaker
7. Adjournment

7.0 MATERIALS

One of the first questions asked by teachers involved in Project Homebound was: "What Materials shall we use?" Not long ago, that question would have been difficult to answer because so few materials were available. It is still a challenge to respond to that question, but for the opposite reason. So many materials are flooding the market that teachers and administrators have the problem of deciding which are best. Some of the materials, although labeled for an adult audience, are more suitable for children. Others are inferior in organization, poorly illustrated, and lacking in reader interest. However, materials which were used in Project Homebound fit the unique needs of teachers and students in adult basic education classes. Project administrators and teachers carefully selected materials. Then the responsibility for those involved in the project was knowing when to use what, where and for how long.

7.1 Adult workbooks were provided by Project Homebound administrators so that students would not be deprived of primary study aids because of lack of finances. Project administrators, teachers, and teacher aides also had access to books located at the Butte Vocational-Technical Center. The extensive list of workbooks and texts used in the project is located at the end of this narrative.

7.2 Additional general materials included portable blackboards, which were used at two neighborhood centers and students' homes. They were essential for teaching mathematics; they were useful for English, science, and social studies classes. However, effectiveness was often restricted because of the small size of these blackboards (30" x 19"). Reading machines were utilized for foreign students acquiring reading and conversational skills in English. The machines proved much more reliable than the teacher as a source of consistently correct pronunciation and intonation. As a result, students exposed to machines communicated English, not foreigners' English.

Why describe something when you can show it? Audio-visual aids were an entertaining as well as educational source for teachers and students. Three sources of audio-visual aids were pictures and props brought by the teacher, household objects and movies. They were incorporated into the students' learning environment. These aids encouraged students to practice communication skills. Movie presentations were restricted to larger-than-one groups at three neighborhood centers, at the senior citizens center and at an international club.

One consultant has reminded teachers in adult education that they should beware of dependence on too many texts because that may deter creativity. Another reminder is

that the cost of books can be prohibitive. Project Homebound built on the interests and levels of students. As a springboard for learning, newspapers were excellent. The purpose of using the newspaper was two-fold. First, it helped the student build concepts related to his academic studies. Second, it provided the adult guidance and practice in becoming discriminating consumers of newspapers and media. The challenge for teachers was rendered in making students capable of reading them.

At the primary level, Know Your World contained interesting pictures and current events or special interest articles. A "Skills Target" tested the student's comprehension. A "Reading for Enjoyment" short story followed. You and Your World captured intermediate level readers with current events, science articles, and features. Quiz of the week, crossword puzzles, and a cartoon of the week required analysis-posed-problem-solving situations for students. High school level or advanced Student Weekly emphasized American history, world history, economics, problems of democracy, and weekly quizzes testing comprehension. A number of students subscribed to The Montana Standard daily newspaper.

In the early stages of the project, many orders of books had not arrived. When the orders came, supplementary

materials for books were still necessary. Teachers organized their own materials; the staff prepared study and worksheets. Drills and writing practice were made available. Some areas of study, such as local government, that had no information in book form required study sheets.

7.3 One of the purposes of Project Homebound was to consider the goals of each student and then select material to assist him in achieving his goal. Materials for specific needs were provided at no expense to the student. Readers such as "White Buffalo's Story", "They Made America Great", and "Countries and Cultures" served as challenging basic texts for students. These introduced the reader to new horizons through literature.

Basic writing and spelling were improved by using workbooks (Gateways to Spelling, Dr. Spello) and word lists. Subjects were not exclusively academic. Teachers tried to relate topics to the student's environment. Exchanging recipes was a common interest area for women. Mexican, Jordanian, French, German, Chinese, Japanese, Korean, and Italian dishes delighted teachers and students in Butte.

Once arithmetic skills like adding, subtracting, multiplying and dividing were understood, student and teacher could use money and banking supplies (checkbooks, currency, bills, receipts, withdrawal forms and bank

books), and balance the home budget. Measurements used in recipes became more precise because students were familiar with numbers. Gaining efficiency in the use of these materials in problem solving situations was a technique that acquainted students with problems which occur outside the classroom. Conversational skills were essential in problem solving situations. Those skills were naturally developed using materials that made them eager to communicate.

There are many foreign-born people residing in Butte. Nine, who have lived here for five to 30 years, enrolled in Project Homebound to study for citizenship. The American Legion donated fifteen American Citizenship books that made studying to become an American less complicated. The contents of these books offered students texts to read about government topics. Pages of comprehension questions followed. When those nine people passed the oral exam at the Federal Building and were sworn in as American citizen by the judge, they were directed to the County Courthouse where they were provided with voter registration forms.

One Homebound student has been driving for 10 years without a license, but when she began studying for citizenship she decided to secure a legal permit. She and other students studied the Montana Driver's Manual through explanation by the teacher, discussion, and taking

simulated tests from the manual. Some students were restricted in language skills so Watch Your Driving Language was substituted as a text. It is filled with good humor and readings followed by test questions. Students thus achieved goals using materials suited to their level. They did not become discouraged by books that were too difficult.

The learning experience was not restricted to students. Teachers were aware that, "He who learns must teach and he who teaches must also learn." Students requested personal guidance from teachers. Foreign learners noted cultural differences between their country and the United States. Etiquette information was brought to the International Club. The writing of syndicated columnists offered topics for discussion in students' homes. Teachers related situations from Ann Landers or Dr. Thosteson and asked students to offer solutions. It was interesting to compare the professional's advice to the student's.

County agency pamphlets provided information on subjects varying in scope from 4-H to drug abuse. Students were accompanied individually or in groups to the Butte Public Library. Acquisition of library cards provided a source for learning to which they hadn't availed themselves previous to participation in Homebound.

Youth who left school had access to books from two Butte junior high schools through Project Homebound and they were given credit for courses completed at home. The Adult Basic Education preliminary survey was offered to students at entrance into the program. A follow-up survey was provided and advice from the project counselor was available. Those who took the test were usually students at the neighborhood centers.

Magazines, hobbies (photography, philately, coin collecting), and club membership served as links to companionship for teachers and students.

7.4 With individual accomplishments, students gained self-confidence. Materials based on learner's interests and socio-economic group raised his self esteem and helped him gain insight into his self image.

Many students channeled study toward job preparation. Sample application forms were filled out, want ads were checked, and informational brochures on trades and crafts from prospective employers were surveyed. Exposure to opportunities, which they hadn't been aware of in the past, encouraged more individual effort in reading, speaking and writing skills that are essential for success in the GED examination.

7.5 For those who mastered basic skills, the High School Equivalency Exam projected another challenge. Cowles' GED book served Homebound students at senior high level

but that preparatory coursebook was not sufficient as a text by itself. Supplementary texts such as "Our Constitution" and "A Guide to Montana's 42nd Legislative Assembly" were required for understanding of government. These texts were still useful even though the government test was dropped as a requirement in the GED exam. High school text books for science, math, English (Walsh's English Handbook), social studies and history (American History Study Lessons), added to the student's repertoire of materials. From October, 1970 to June, 1971, approximately 90% of the Homebound's GED prospects have succeeded in passing the examination.

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SECTION "D"

SUMMARY

WITH

RECOMMENDATIONS AND CONCLUSIONS

SUMMARY WITH

RECOMMENDATIONS AND CONCLUSIONS

One of the virtues of education is that its practitioners are never entirely satisfied with all practices or results achieved. The experimental nature of Homebound gave administrators and staff great freedom to develop instruction on an individual basis. The project early developed the need to plan cooperatively to avoid duplication of materials and efforts.

Since all of those involved in Homebound were in a position to make valuable contributions to this final report, brainstorm sessions by the staff were held during the last two weeks of in-service training. Ideas were later organized in outline form by master teachers, flow diagrams were designed by the administrators, and the narratives and final compilations were achieved by a select corps of eight: two administrators, two master teachers, two aides, and two office personnel.

These are the recommendations and conclusions:

I. ADMINISTRATION

The administration of Homebound, as could be expected, met regularly with both successes and failures during the period of operation of the program. At the same time, the human and understanding personalities exhibited by the administrators during the pilot year of the program contributed significantly to the internal harmony of the organization.

The role of the progressive administration involved the organization of a total program which included such duties as setting up regulations to be followed by the staff, meeting regularly with the staff for discussion and suggestions, and providing the staff with new educational tools and concepts. The resulting interdependence of administration and staff aided in bringing about a workable relationship between the two.

Generalized conclusions can be drawn concerning any premiere program such as Homebound, and it is extremely important to stress the need for an established and workable line of communication. In the initial year of Homebound, the need for such communication was apparent. This year all aspects of the program were handled in one room, and very often a sense of responsibility and direction on the part of the staff members was lacking. Arrangements should be made to remedy the lack of ample office space, work area, and meeting rooms in future programs.

Additionally, the chain of command should be firmly and steadfastly set by the administration and adhered to by all members of the organization. Although certain guidelines must be established, teaching techniques and procedures should be left largely to the discretion of the individual instructor involved. Any administration must work to achieve an equitable and fair work load for each worker in the program. In Homebound, a record of each student's hours of

instruction was kept on file, showing weekly as well as accumulative hours. This was taken from the teachers' weekly time sheets (showing student's name, place of lesson, name of instructor, date, time, and length of lesson).

Once the administration has taken the initiative to structure the organization and adequate materials have been supplied, the groundwork has been laid for a truly effective administration. The concretely constructive manner in which any administration handles matters of organization and leadership is a tremendous asset to any program of this type.

Growth of enrollment because of the individual instructional appeal could increase past the ability of the original staff to provide quality education. Implementation for an aware administration to hire additional aides and teachers should be provided, along with the authority to release or reassign staff members who prove ineffective in their positions.

II. THE STAFF

A. Master Teacher

The concept of a supervisory master teacher, who, by training and experience, was qualified to demonstrate teaching methods during in-service and in individual and group student classes, as well as use expertise in choosing materials while serving as a resource consultant, made her role particularly demanding. From a part-time basis in the beginning the position, of necessity, became

a full-time one. These teachers, each representing an area of specialization such as English, reading, mathematics, science, and social studies, had not all taught at the various levels of education and were not familiar with the techniques and characteristics of each. This handicapped teachers in attempting to help aides as well as students. Choosing and making these teachers responsible for either basic or advanced educational levels--not both--in addition to their special subject matter field, might alleviate these problems of long working hours and all-inclusive teaching.

The teachers' responsibility for supervising aides and volunteers, and keeping time charts and team teaching records aided in efficient team operation. The opportunity for teachers to meet together separately from the entire staff afforded professional cooperation and evaluation to isolate problems or to work toward solutions. In future projects mutual problems arising in group classes, where subjects and teachers are rotated, might be solved by scheduling separate meetings only for those involved to lessen the preparation of the center's coordinator.

A master teacher must personally contact and implement all new students on her team to enable her to establish and maintain a relationship of individual importance. This human understanding is the philosophy of Homebound.

Workshops held within the area for ABE educators should be attended by representatives, preferably master teachers, to improve instruction and to make a contribution to modern ABE methodology.

B. Aides

In utilizing Homebound personnel, the teachers' aides fulfilled duties that included recruiting students; preparing material recommended by the teacher; adapting the teacher's ideas to their own teaching abilities and students' abilities in lesson plan preparation; and indoctrinating and supervising volunteers. Because the number of volunteers did not remain constant, the most efficient aides assumed demanding teaching schedules. Therefore, the aides felt the need of daily two-hour in-service training to solve instructional problems, yet could have functioned more effectively as instructors had they been responsible for only one type of students' needs; that is, either primary, intermediate, or advanced educational levels, but not all.

Because of the need for creativity and versatility the aide must be selected from those having more than basic minimum competencies. Secretarial ability is imperative. She must possess special skills, a sense of commitment, and responsibility to the student, and a desire to follow the teacher's recommendations. Consultation must be made daily with the team teacher and lesson plans reviewed weekly.

A resume of each individual class lesson and attendance record was kept for use by the substitute or supervisory teacher, for teacher's recommendations of materials, and for preparing team work sheets. These aides' duties were outlined in guidelines established by the teachers and administrators to enhance communication and establish some conformity among teams.

The hours at which instructors are available should be designated so as not to coincide with in-service training. This would insure full staff attendance at in-service, which, if conducted in the afternoons from 3:15-4:30 p.m., would not interfere with the most desirable student lesson times.

The total work hours per week for instructors, allowing the inclusion of staff meetings and in-service training, should not exceed 35 hours per week for the aides, and 30 hours for master teachers to comply with professional standards.

C. Volunteers

The basic aim of this program to utilize volunteers as teachers worked only to a degree. The recruitment and retention of competent volunteer teachers was given number one priority in Project Homebound. However, many volunteers who had attended the teacher training workshop in September lacked the perseverance requisite for ABE instructors and withdrew from the program. Other volunteers proved to be

incompetent or unreliable and were replaced. This necessitated a continuing quest for dedicated and capable volunteers.

Finding qualified volunteers resulted in a trial and error approach for most volunteers. Placing the right student with the right volunteer required careful analysis. Often, after placing a volunteer, the aide, or the master teacher still found herself preparing materials and doing extensive follow-up work. The retention of volunteers was difficult due to a student's non-committal to the program, resulting in the volunteer's lack of interest. A lack of total commitment on the part of some volunteers could be blamed on the need for a type of subsistence for services rendered.

The deep satisfaction expressed by those volunteers who remained with the program was a good measure of its success. A core of forty volunteer teachers was formed from this group. The problem of the volunteer teacher was somewhat circumvented by enlisting the aid of certified volunteer teachers, both lay and religious, as well as business and professional people, to fill the gap. Research into volunteerism with some system of reward might alleviate the problem. To recruit and retain competent volunteer teachers the following recommendations are made:

1. Screening the volunteer to assure his competency or his willingness to develop competency in teaching areas.

2. Motivating the volunteer to be sensitive to student's personal feelings, to be harmonious with administrators and teachers, to be receptive to the challenges of new ideas and new situations, and to be flexible.

3. Placing only volunteers who possess a high degree of dependability and enthusiasm with ABE students.

4. Placing only those students with a high degree of initiative with volunteer teachers.

5. Making in-service training available but not mandatory to perspective volunteers.

6. Posting a regular schedule of in-service lessons for volunteers to encourage even their irregular attendance.

7. Making the concept of volunteerism workable by minimizing the utilization of volunteers'time.

III. STUDENTS

Perhaps the greatest worth of Homebound is proof of educational accomplishment without the classroom itself. Students studied at their own pace, in areas that interested them for knowledge needed at work or at home.

The majority of Project Homebound students were from the community's lower socio-economic level. Their goals ranged from learning to read, write, and speak English to attaining a GED High School Equivalency Certificate. Many of these individuals could not obtain employment or promotion unless their educational backgrounds were improved.

Students who early recognized their educational deficiencies and were thus motivated, benefited most from Homebound. A characteristic of some students was a lack of responsibility and perseverance. Most of our students had abandoned formal

education or had received none at all. Only because of this Project's efforts to solicit, motivate, and teach them have they renewed or acquired their interest in education. Illiterate adults or those possessing minimum education were the most highly motivated.

Mid-morning and early afternoon classes take advantage of students' alert hours and are recommended especially for housewives with school children.

The staff recommends that the following guidelines be established in indoctrination of students into a Homebound Program:

1. A student must notify the instructor whenever he desires to cancel a class.
2. If a student cancels three classes without notifying the teacher he is dropped from the program.
3. It is the student's obligation to maintain a learning situation in the home.

The evaluation of each student according to vita, accomplishments, and methods used provides data for educational research. These were compiled realistically at the end of instruction by each team to record growth through individual study. These evaluations are on file at Butte Vocational Technical Center, 404 S. Wyoming Street, Butte, Montana, 59701.

The students serviced by Homebound throughout the year were originally recruited in various ways. The most effective methods were found to be referral from other agencies, television advertisements, word-of-mouth, and the use of a list of names and addresses compiled through multi-agency

cooperation within the city. Lists obtained in this way should be as current and up-to-date as possible. Free radio spots were also utilized this year and can be effective as a means of obtaining student enrollment in other communities. Posters were displayed in windows of business places, and they attracted some students to the program; however, attractive colorful posters displayed near an information desk for advertisement and enrollment would be more effective. If possible, free printed pamphlets and enrollment cards could be made available to the public at medical offices, low-income rent centers, pay centers, and government and county offices.

Group instruction classes should be emphasized more than individual instruction sessions, and the schedules of classes at neighborhood centers should be made available for students who are usually unable to attend and who rely heavily on individualized tutorial lessons.

IV. MATERIALS AND CURRICULA

The materials and curricula employed throughout the duration of Homebound necessarily had to be of the type and quality which would benefit the program's policy of individualized instruction. In most instances, published workbooks and texts were relied upon very heavily and proved to be satisfactory; however, the fact that students were allowed to choose to have instruction that would meet with their own interests and desires often required the implementation of new and unique materials and curricula. Because the team teacher is responsible for the strength or weakness of her team as a link in

the program's chain, she should and must be consulted for opinions and decisions about all materials used for instructional purposes in her particular area of specialization. Once again, the importance of co-ordination, co-operation, and communication cannot be over-emphasized.

Because of the unique character of Butte, Homebound was accepted, but could not be effected in a less homogeneous environment.

NOTE: Duplication of material in the monthly and quarterly progress reports for the U. S. Department of Health, Education, and Welfare points to the need to omit the former. All four addended quarterly progress reports follow this final report in chronological project progression from the first quarter through the fourth quarter entitled: "Project to Utilize Volunteers in Eliminating Adult Illiteracy".

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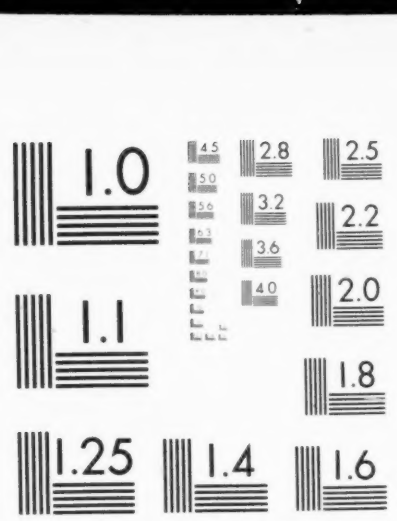


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

SECTION "E"

STATISTICS GRAPHS AND CHARTS

DROP-OUTS AND ACCOMPLISHMENTS

DROP-OUTS

	Students	Percent
Never attended class	13	4.0%
Lack of interest	29	9.0%
Moved from city	16	5.0%
Family problems	3	.9%
Sickness in family	2	.7%
Eloped	2	.7%
Dropped because of work	6	1.7%
	71	22.0%

ACCOMPLISHMENTS (Terminated Program)

	Students	Percent
Entered MDTA Training (Basic)	13	3.9%
Entered Butte Business College	1	.4%
Entered Butte Vo-Tech School	9	2.7%
Passed General Education Development test	24	7.0%
Entered Butte High School	1	.4%
Entered into College	2	.6%
Attained gainful employment	12	3.6%
Completed program	1	.4%
	63	19.0%

ACCOMPLISHMENTS (Remaining in program)

	Students	Percent
Moved from individual instruction to group	37	10.8%
Registered to vote	11	3.2%
Passed Driver Examination (written)	10	2.9%
Passed Government test (GED)	26	7.6%
Passed Naturalization test	9	2.6%
Entered Nurses Aide Training	2	.6%
Students who have taken GED (Scores not rec'd)	48	14.0%

Note: Percent based on 342 students

MALE STUDENTS -- 33%

Age Group

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60	Total	Percent
N/A	2			2				4	3.6 / 1.1
0				2	1		3	6	5.3 / 1.8
1								0	
2								0	
3			2	2	1			5	4.4 / 1.5
4				3	1			4	3.6 / 1.1
5				1				1	.9 / .3
6		1	3		3		1	8	7.0 / 2.3
7			4	1	4	1	1	11	9.8 / 3.2
8		5	11	4	3	1		24	21.2 / 7.0
9		5	1	3	1	1		11	9.8 / 3.2
10		7	6	3	2		1	19	16.8 / 5.6
11	1	5	7		1			14	12.3 / 4.1
12			1	3	1	1		6	5.3 / 1.8
Total	3	23	35	24	18	4	6	113	
Percent	2.7 / .9	20.3 / 6.7	30.9 / 10.2	21.3 / 7.0	15.9 / 5.3	3.6 / 1.1	5.3 / 1.8		100 / 33

FEMALE STUDENTS -- 67%

Age Group

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60	Total	Percent
N/A	4		1	2				7	3.0 / 2.0
0			1			1		2	.9 / .6
1								0	
2			2		1			3	1.3 / .9
3				1			1	2	.9 / .6
4			1	1	2	1		5	2.2 / 1.5
5				1		1		2	.9 / .6
6		1	3	3			2	9	3.9 / 2.6
7	1	3	4	2	1		1	12	5.2 / 3.5
8		4	16	8	14	12	1	55	24.0 / 16.0
9	1	3	13	9	4	2		32	14.0 / 9.4
10	1	18	18	14	2	2		55	24.0 / 16.0
11		10	12	6	1	1		30	13.1 / 8.8
12		1	5	7	1	1		15	6.6 / 4.4
Total	7	40	76	54	26	21	5	229	
Percent	3.0 / 2.0	17.5 / 11.7	33.1 / 22.2	23.6 / 15.8	11.4 / 7.6	9.2 / 6.1	2.2 / 1.5		100 / 66.9

TOTAL STUDENTS

Age Group

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60	Total	Percent
N/A	6		1	4				11	3.2
0			1	2	1	1	3	8	2.3
1								0	
2			2		1			3	.9
3			2	3	1		1	7	2.1
4			1	4	3	1		9	2.6
5				2		1		3	.9
6		2	6	3	3		3	17	5.0
7	1	3	8	3	5	1	2	23	6.7
8		9	27	12	17	13	1	79	23.1
9	1	8	14	12	5	3		43	12.6
10	1	25	24	17	4	2	1	74	21.6
11	1	15	19	6	2	1		44	12.9
12		1	6	10	2	2		21	6.1
Total	10	63	111	78	44	25	11	342	
Percent	2.9	18.4	32.4	22.8	12.8	7.6	3.1		100

GRADE LEVEL
(Male)

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	4	6	0	0	5	4	1	8	11	24	11	19	14	6
Percent	3.6	5.3	0	0	4.4	3.6	.9	7	9.8	21.2	9.8	16.8	12.3	5.3

AGE GROUP
(Male)

	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60
Students	3	23	35	24	18	4	6
Percent	2.7	20.3	30.9	21.3	15.9	3.6	5.3

GRADE LEVEL
(Female)

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	7	2	0	3	2	5	2	9	12	55	32	55	30	15
Percent	3	.9	0	1.3	.9	2.2	.9	3.9	5.2	24	14	24	13.1	6.6

AGE GROUP
(Female)

	N/A	Under 19	20-20	30-39	40-49	50-59	Over 60
Students	7	40	76	54	26	21	5
Percent	3	17.5	33.1	23.6	11.4	9.2	2.2

GRADE LEVEL
(Total Students)

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	11	8	0	3	7	9	3	17	23	79	43	74	44	21
Percent	3.2	2.3	0	.9	2.1	2.6	.9	5	6.7	23.1	12.6	21.6	12.9	6.1

AGE GROUP
(Total Students)

	N/A	Under 19	20-29	30-39	40-49	50-59	Over 60
Students	10	63	111	78	44	25	11
Percent	2.9	18.4	32.4	22.8	12.8	7.6	3.1

AREA

	Model Neighborhood Area	Non-Model Neighborhood Area
Male Students		
Students	68	45
Percent	60%	40%
Female Students		
Students	137	92
Percent	60%	40%
Total Students		
Students	205	137
Percent	60%	40%
Active Students		
Students	122	86
Percent	35%	26%
Drop-Outs - Accomplishments		
Students	83	51
Percent	25%	14%

Welfare

Students	25
Percent	7%

Minority Groups

	Mexican-American	American Indians	Spanish-American
Students	41	28	22
Percent	12%	8%	7%

Birthplace

	N/A	Butte	Montana	Non-Montana	Foreign
Students	32	98	50	97	65
Percent	9%	29%	14%	29%	19%

SEX

	Male	Female
Students	113	229
Percent	33%	67%

Active Students

Students	71	137
Percent	21%	40%

Drop-Outs - Accomplishments

Students	42	92
Percent	12%	27%

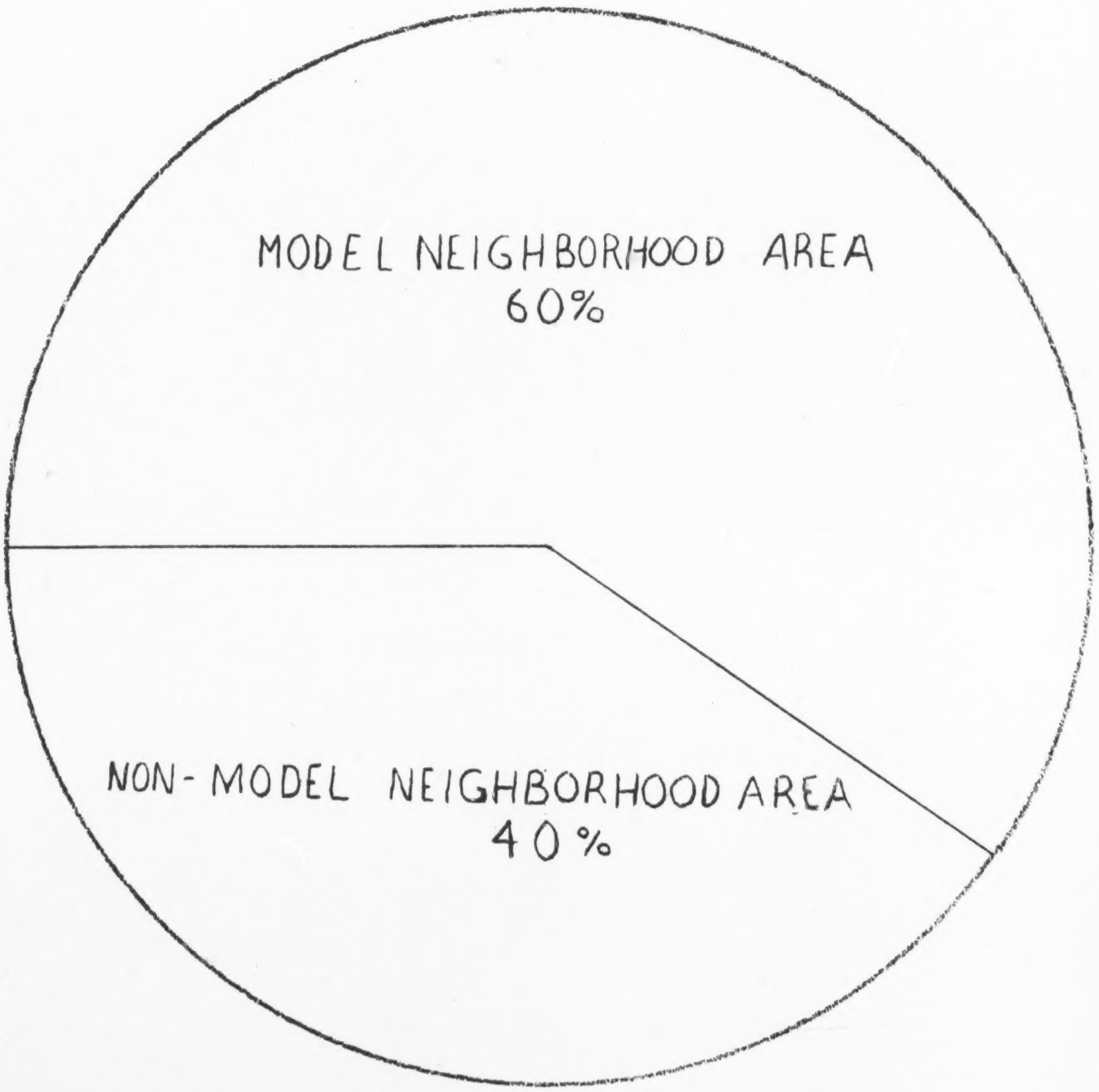
Instruction and Classes

	Hours	Classes
October	458:05	167
November	657:40	226
December	524:00	197
January	1038:15	370
February	1354:00	490
March	1877:25	588
April	1631:30	559
May	1535:45	590
June	751:15	172
TOTAL	9827:55	3359

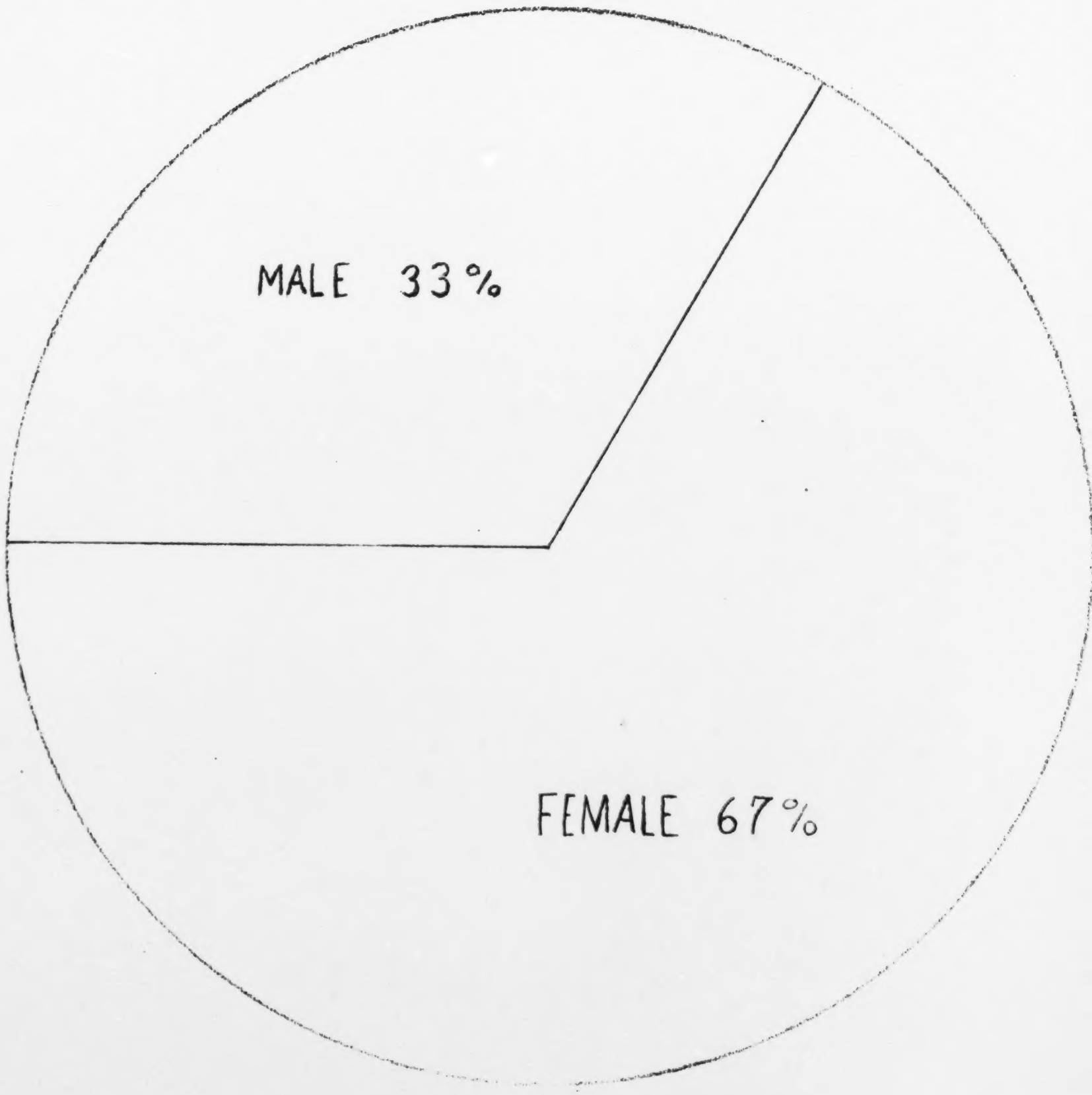
Recruitment of Students

	Students	Percent
Teacher aide recruitment	144	42%
Newspapers	49	14%
Radio	18	5%
Television	27	8%
Posters	12	4%
Students	61	18%
Service Agencies	31	9%
	342	100%

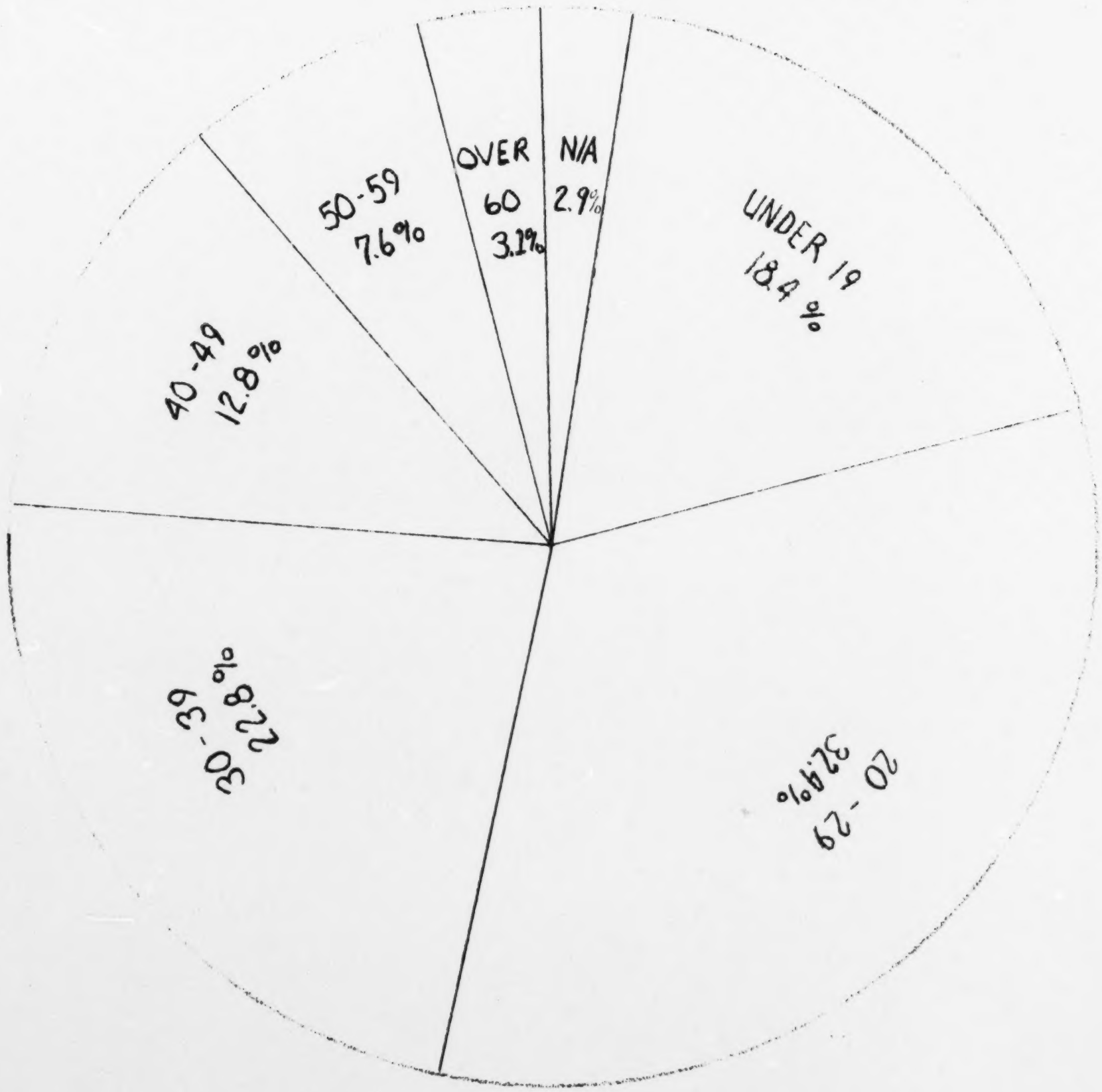
AREA



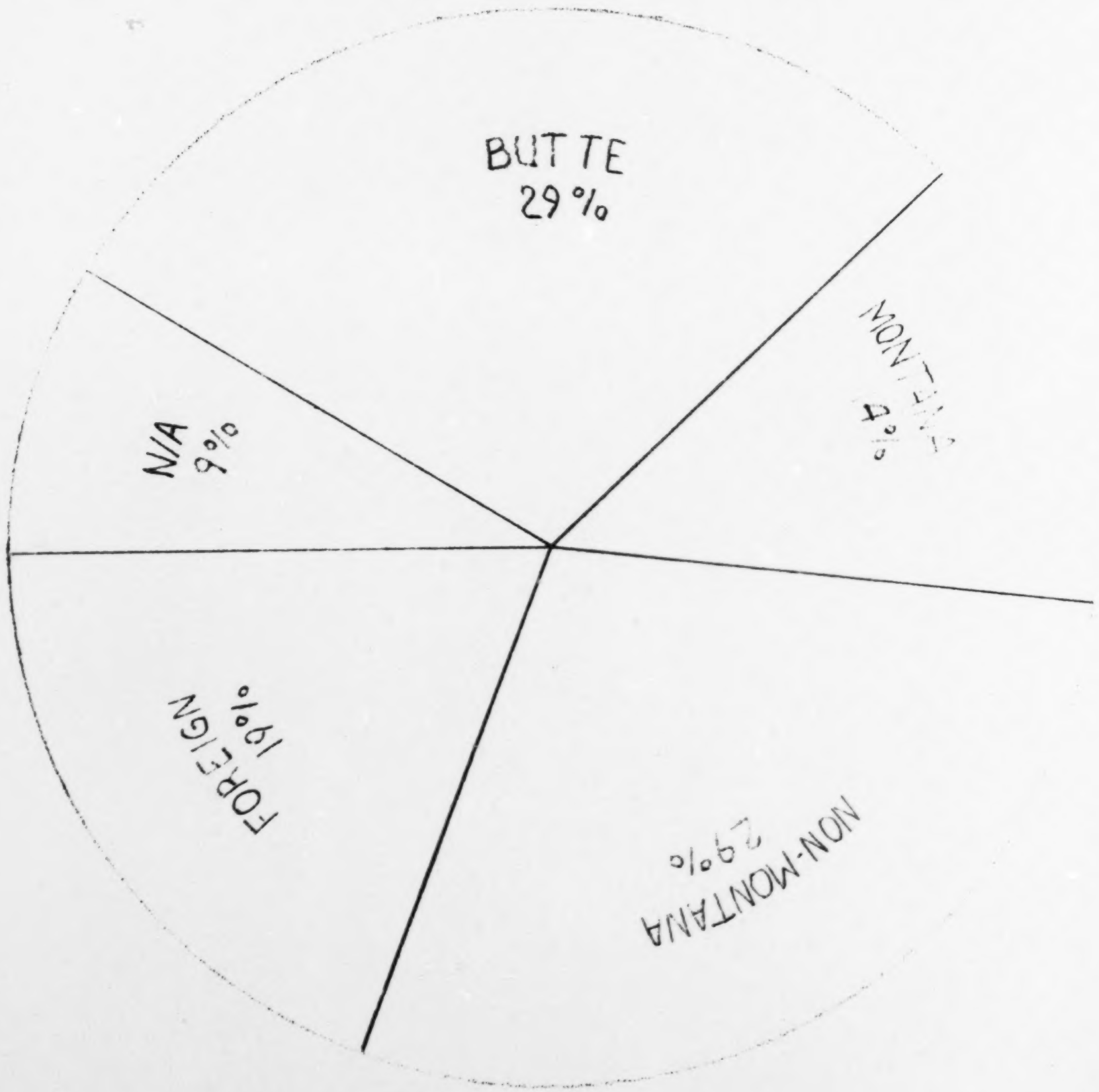
SEX



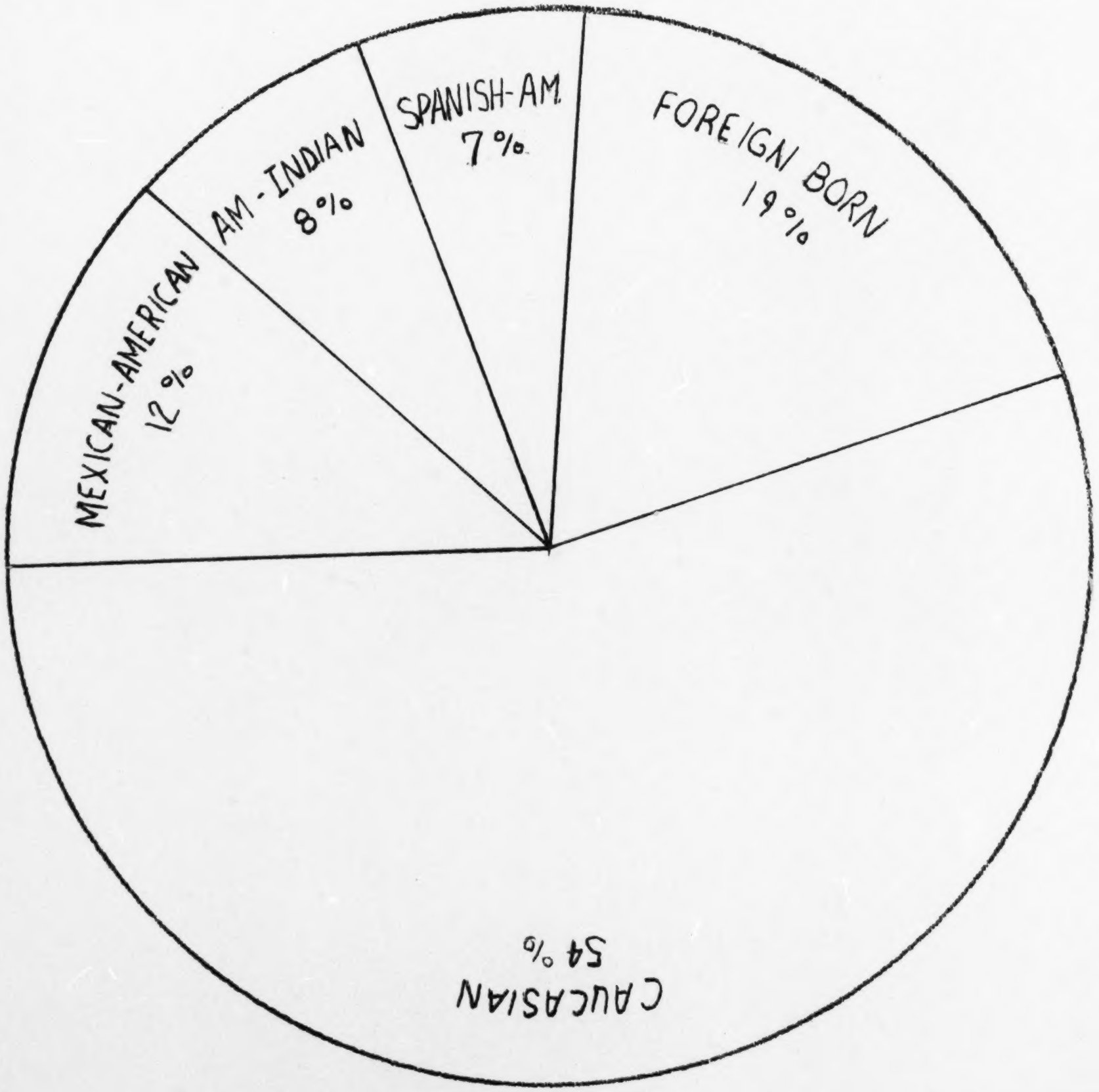
AGE



BIRTH PLACE



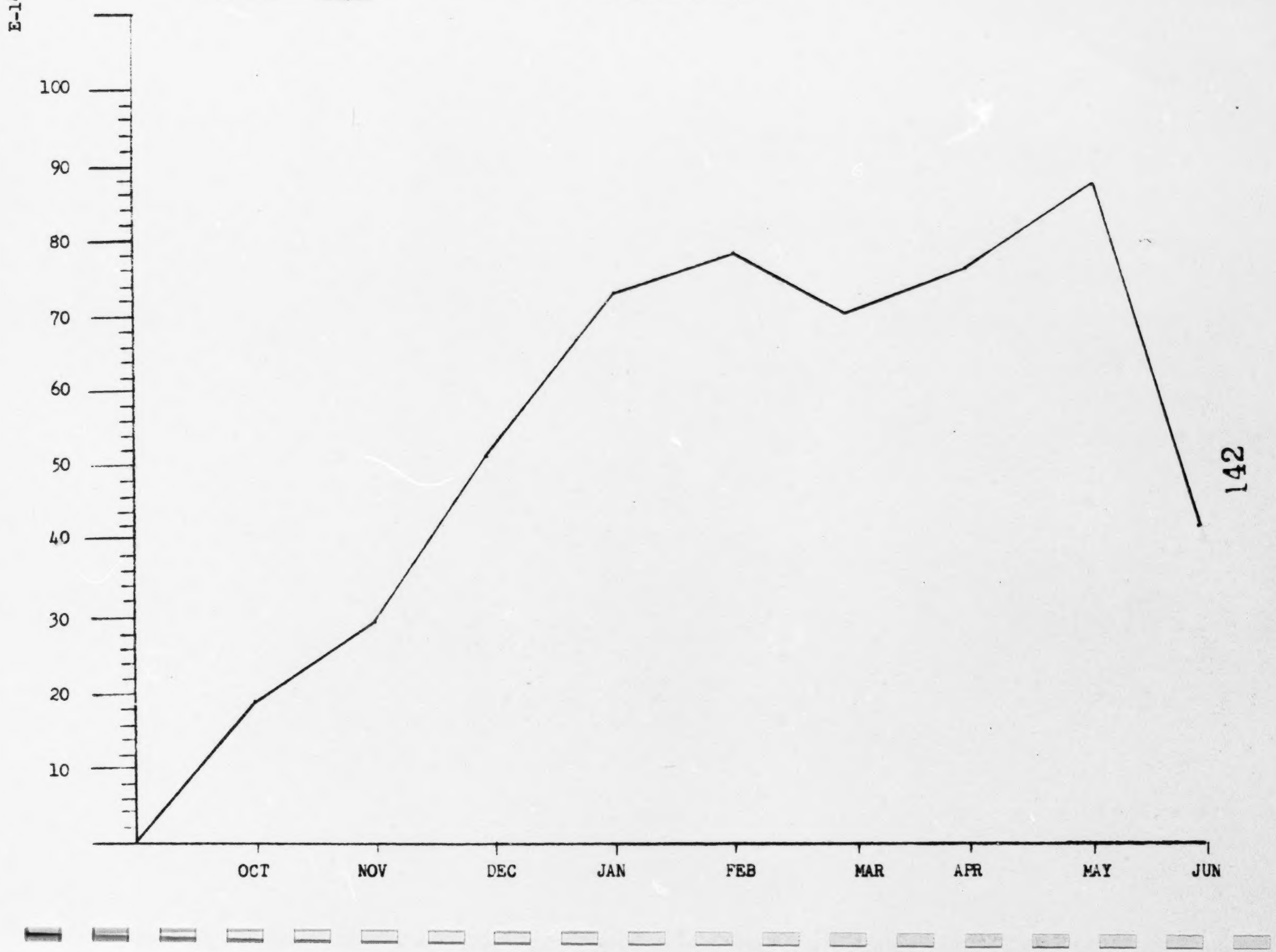
MINORITY GROUPS



E-14

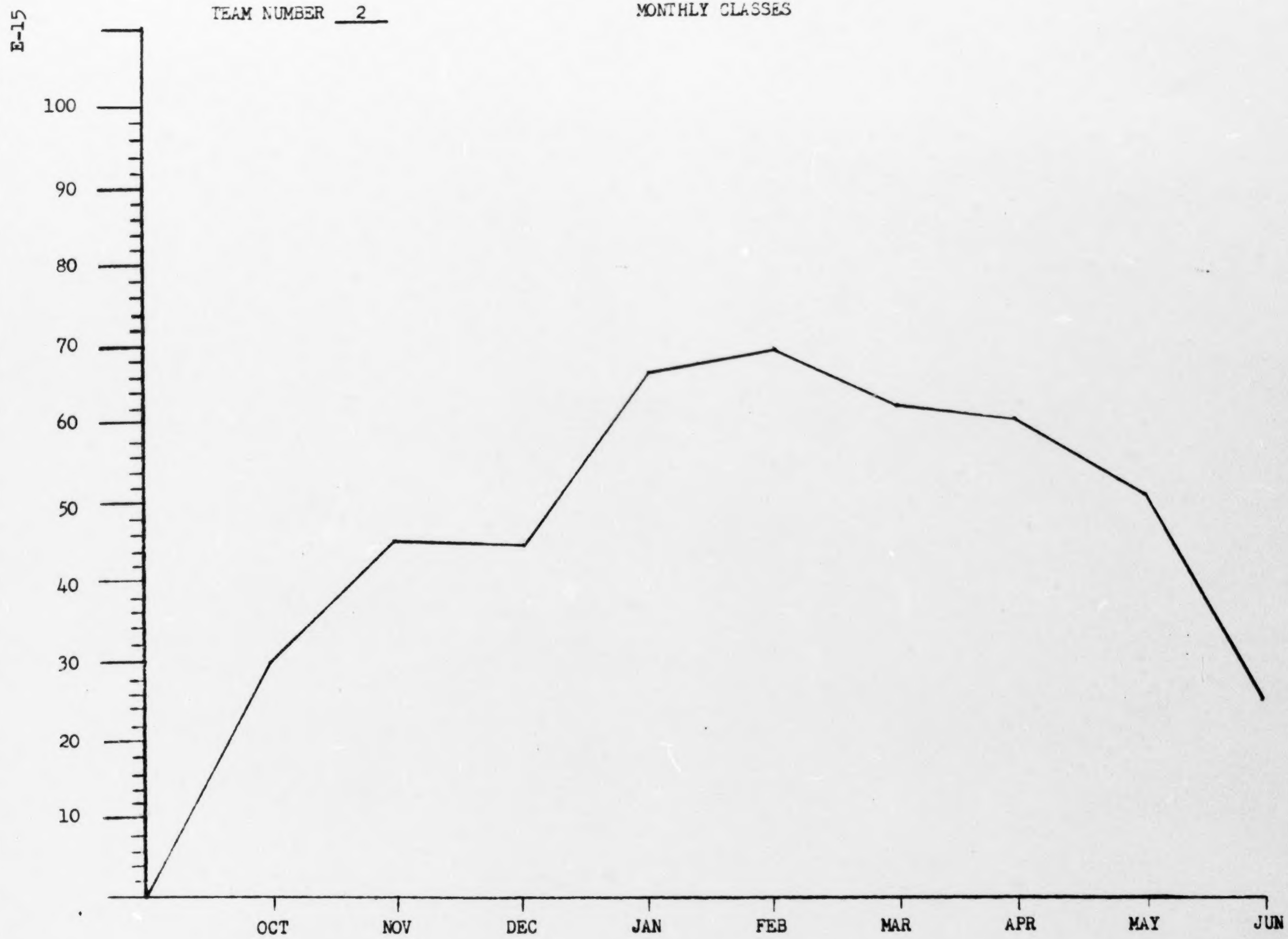
TEAM NUMBER 1

MONTHLY CLASSES



TEAM NUMBER 2

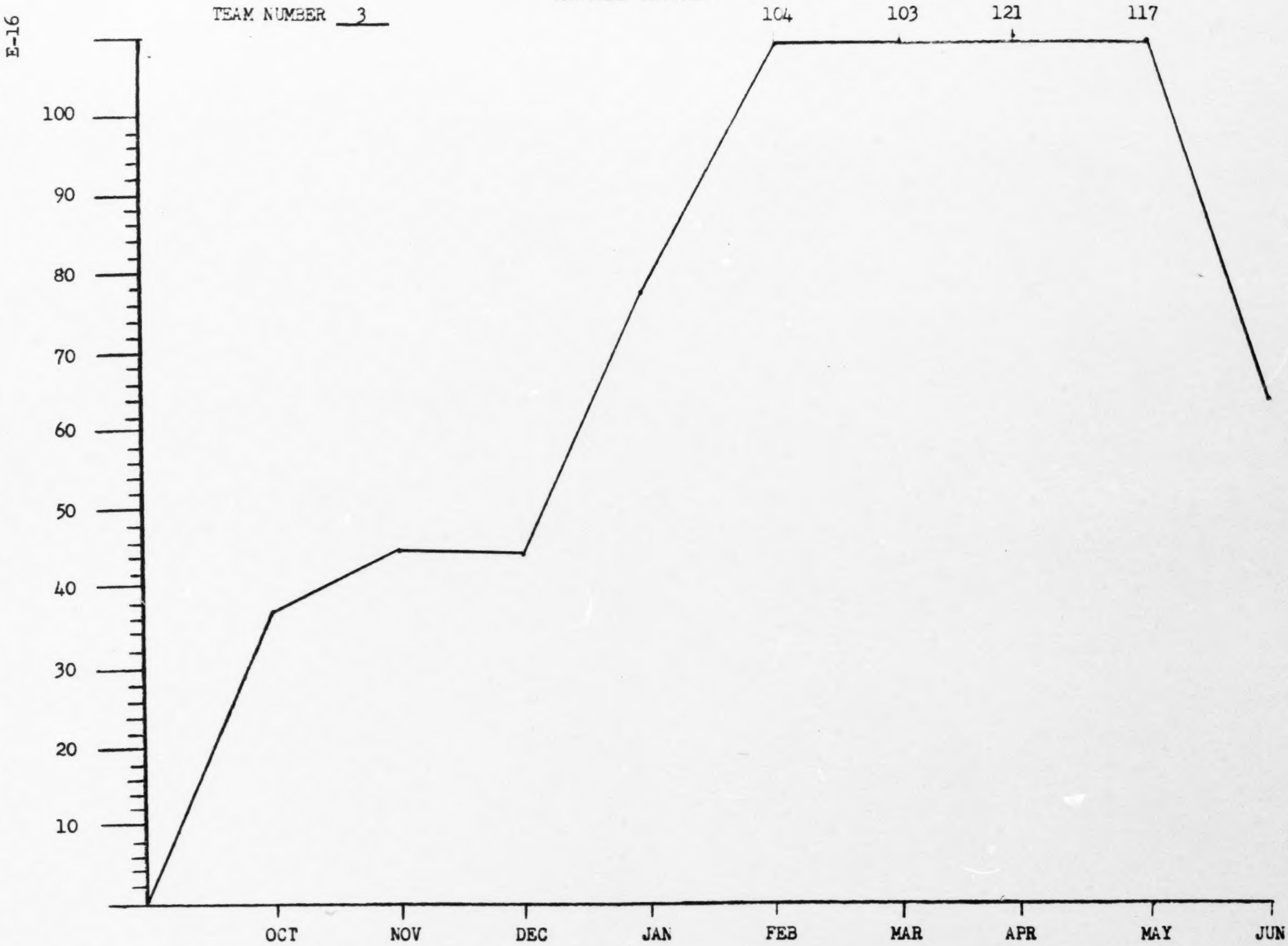
MONTHLY CLASSES



E-16

TEAM NUMBER 3

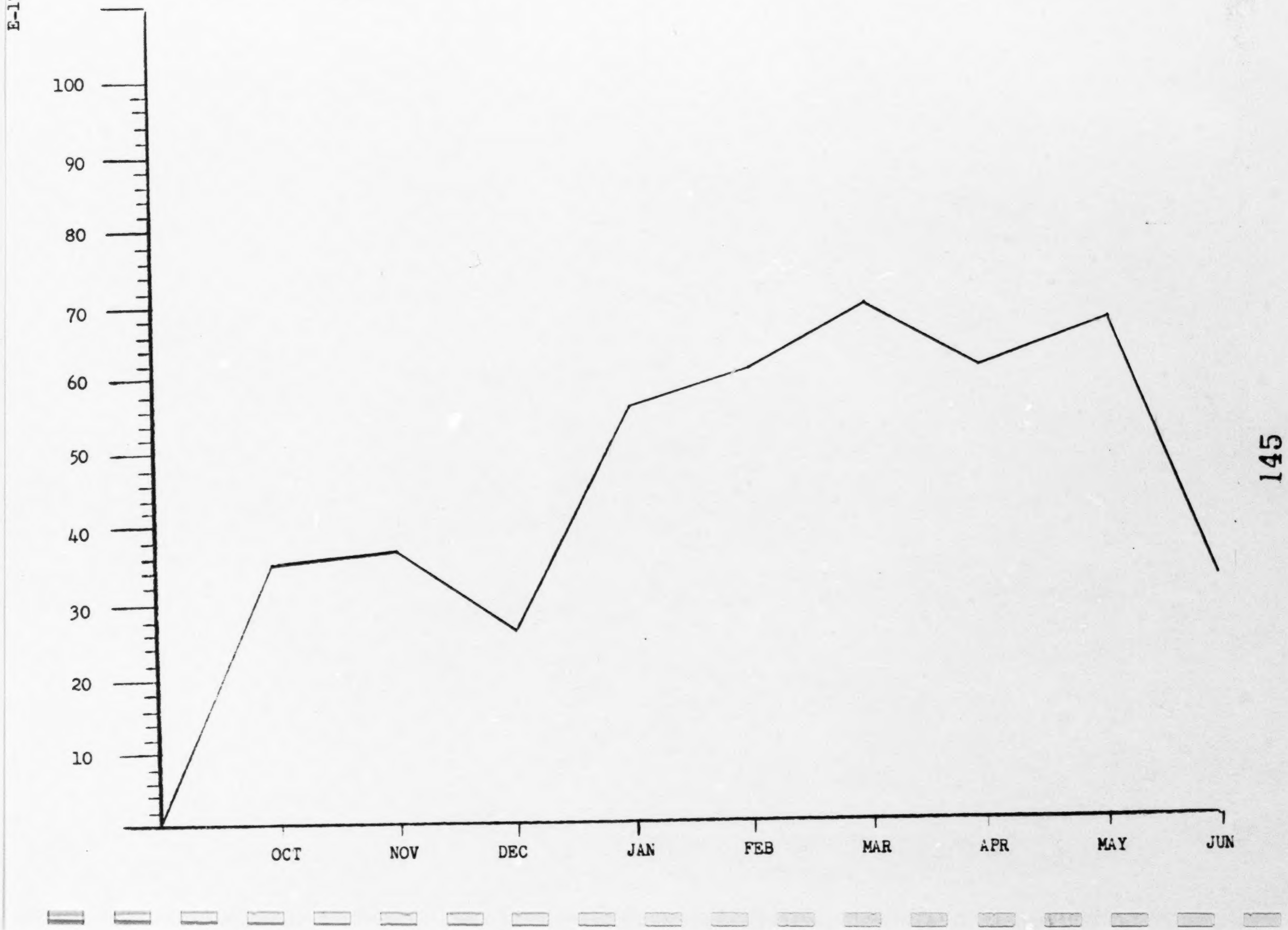
MONTHLY CLASSES



TEAM NUMBER 4

MONTHLY CLASSES

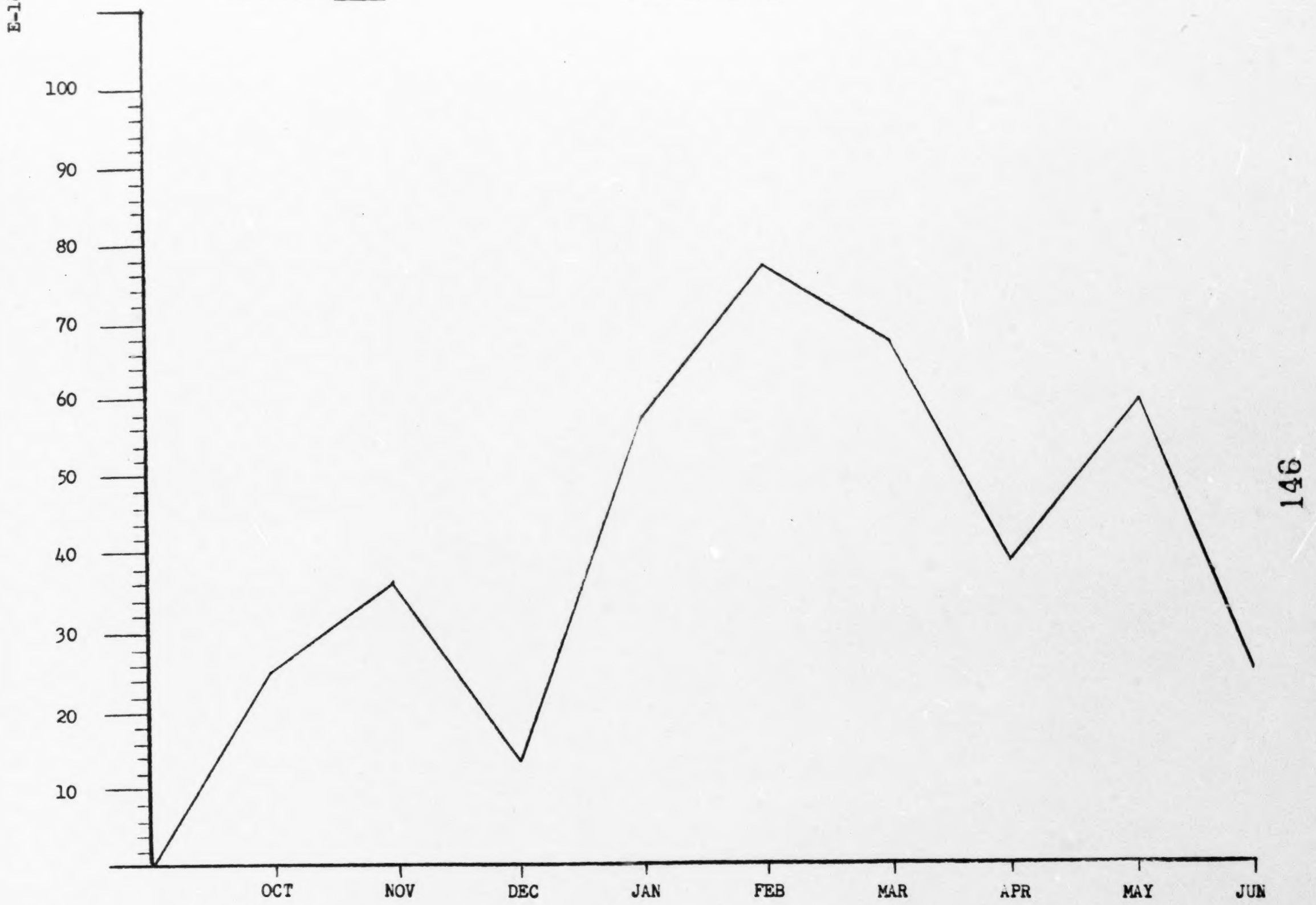
E-17



145

TEAM NUMBER 5

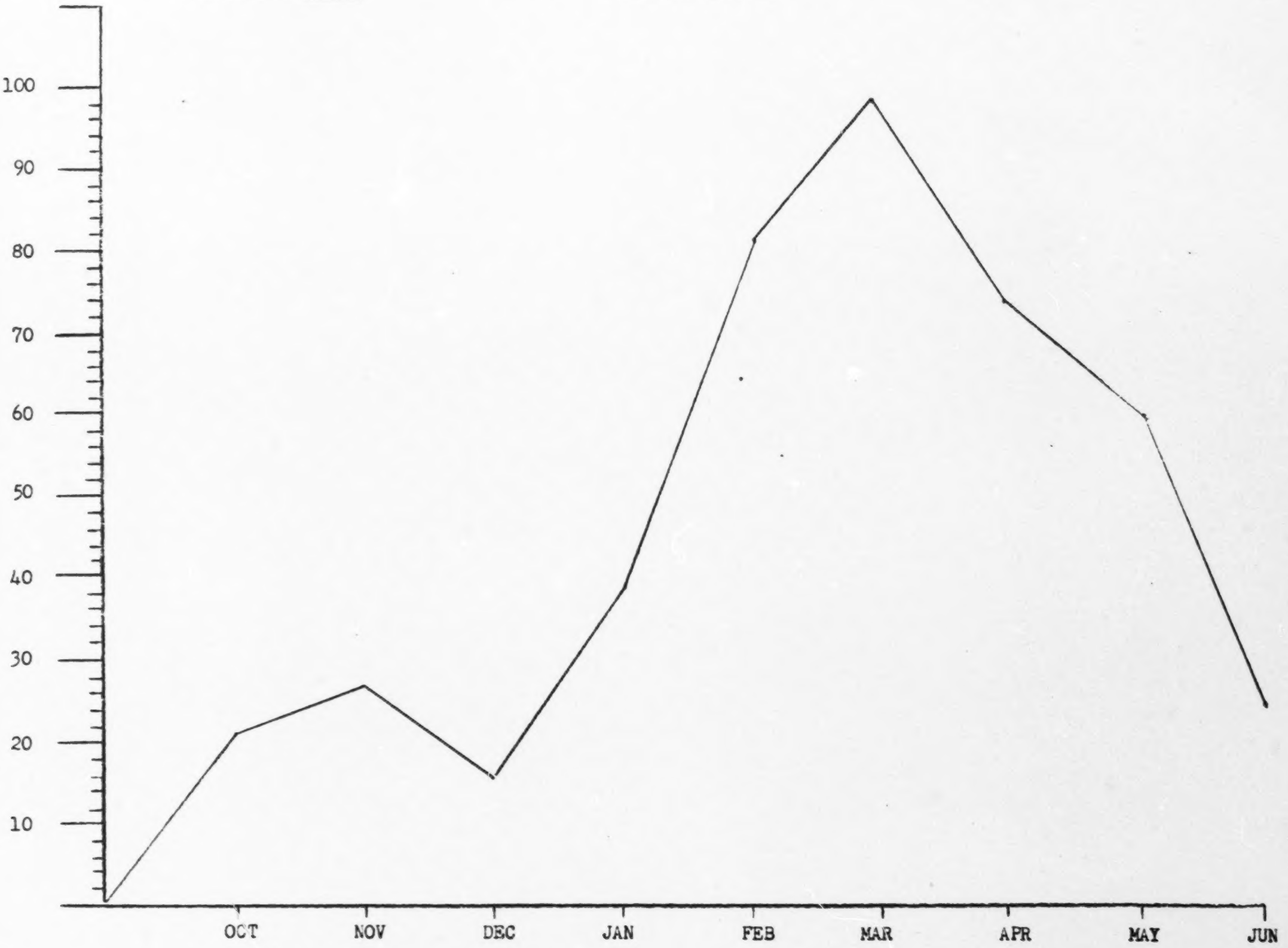
MONTHLY CLASSES



E-19

TEAM NUMBER 6

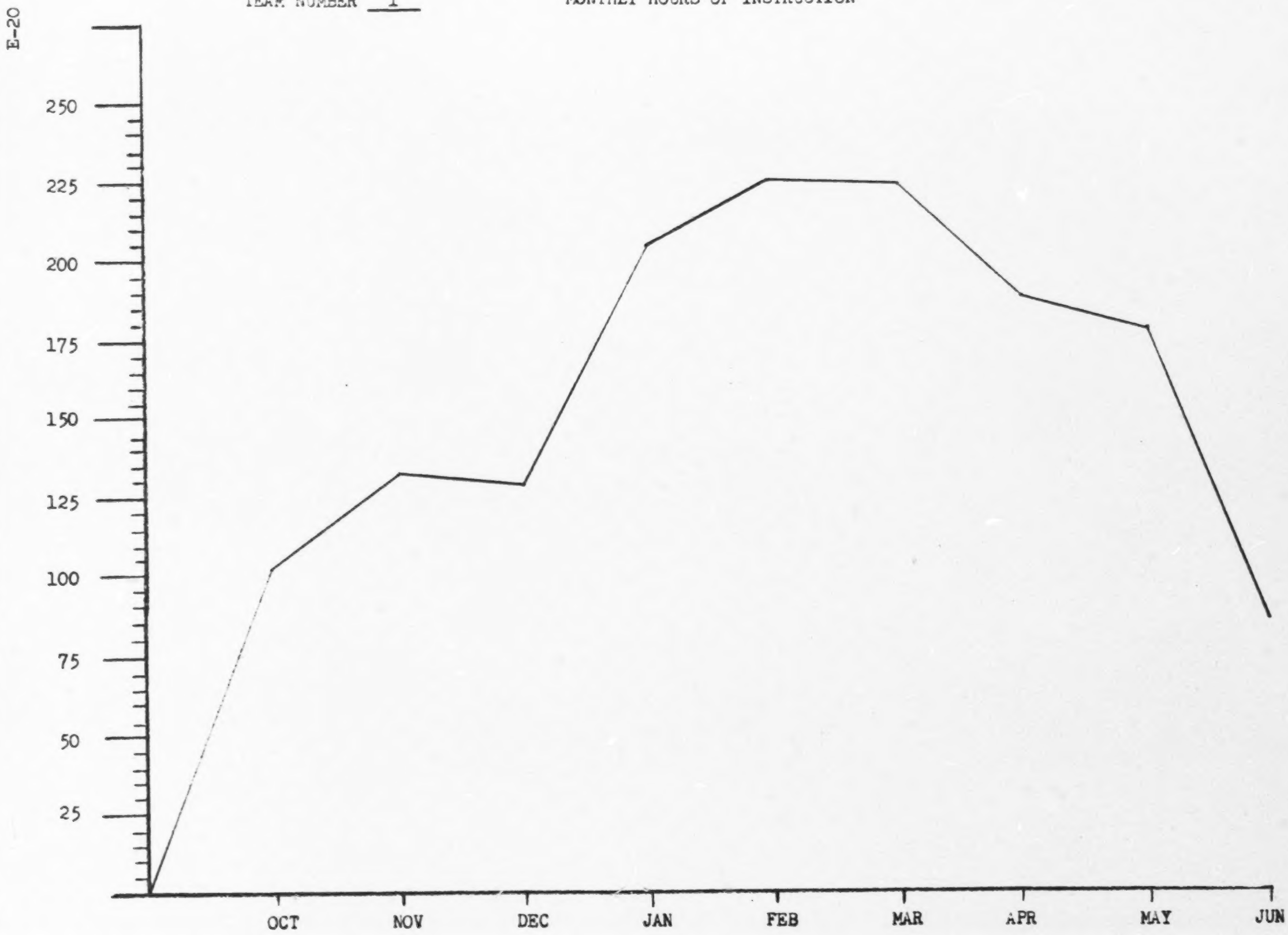
MONTHLY CLASSES



147

TEAM NUMBER 1

MONTHLY HOURS OF INSTRUCTION

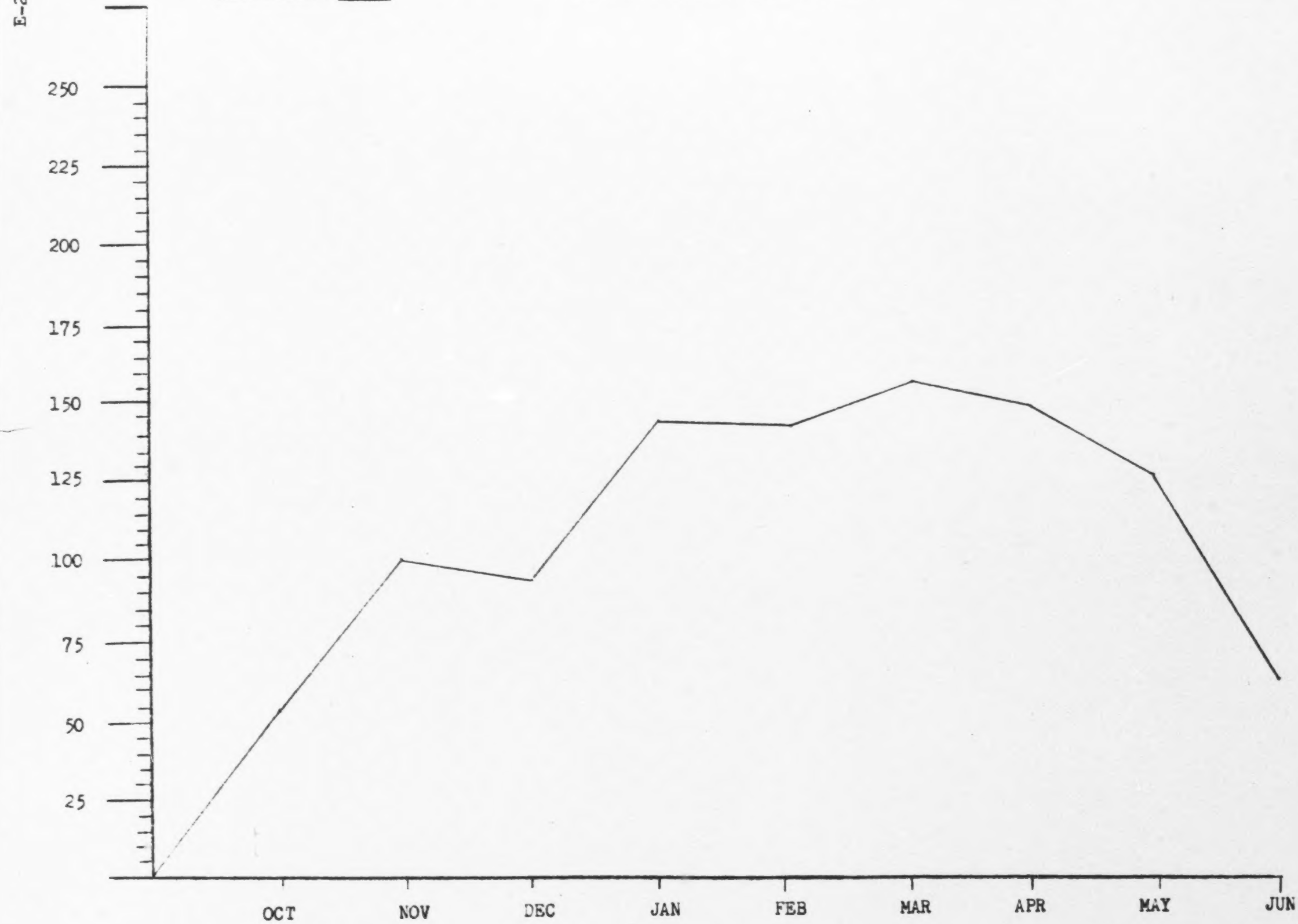


148

E-21

TEAM NUMBER 2

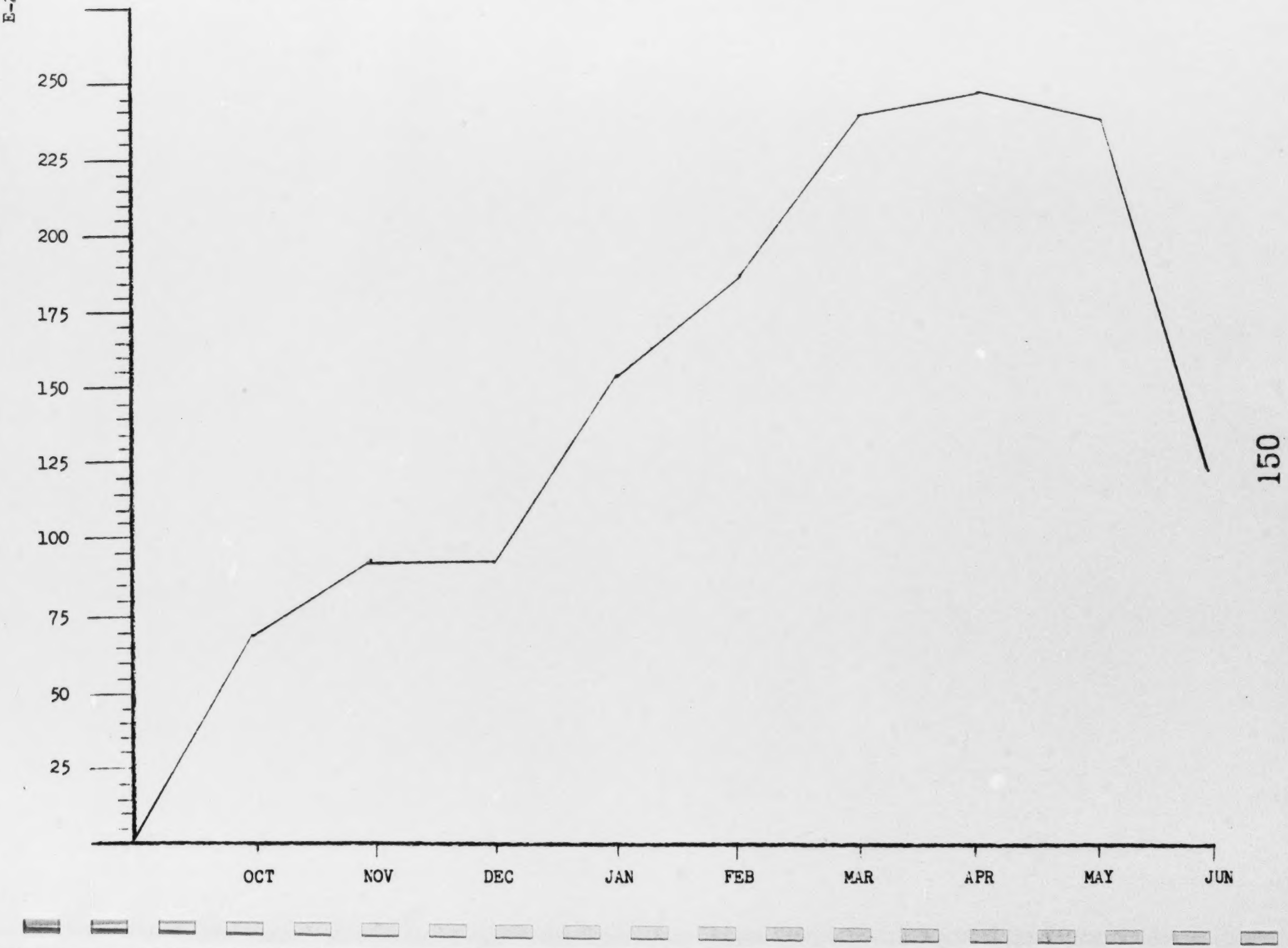
MONTHLY HOURS OF INSTRUCTION



E-22

TEAM NUMBER 3

MONTHLY HOURS OF INSTRUCTION



E-23

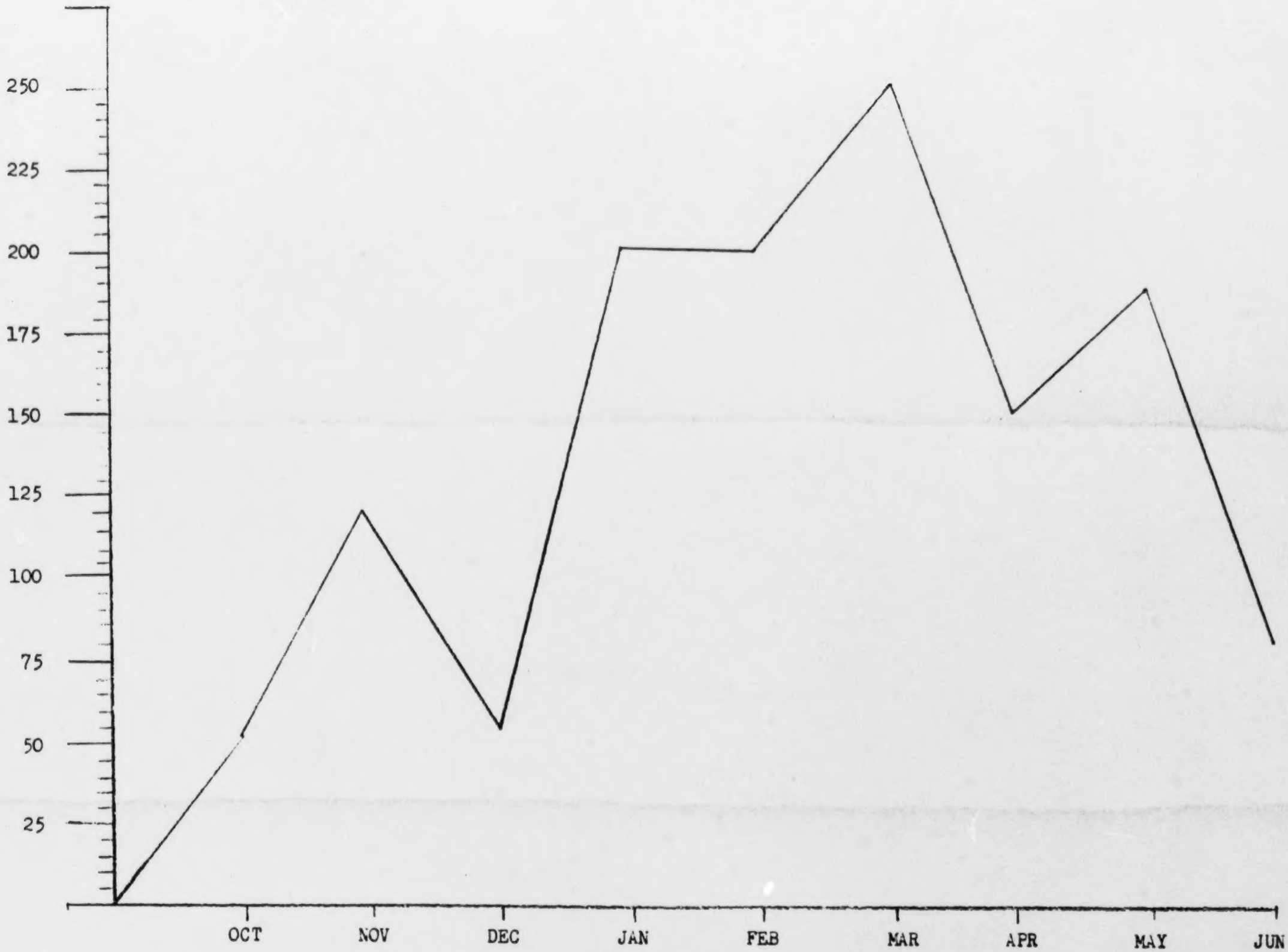
TEAM NUMBER 4

MONTHLY HOURS OF INSTRUCTION

E-24

TEAM NUMBER 5

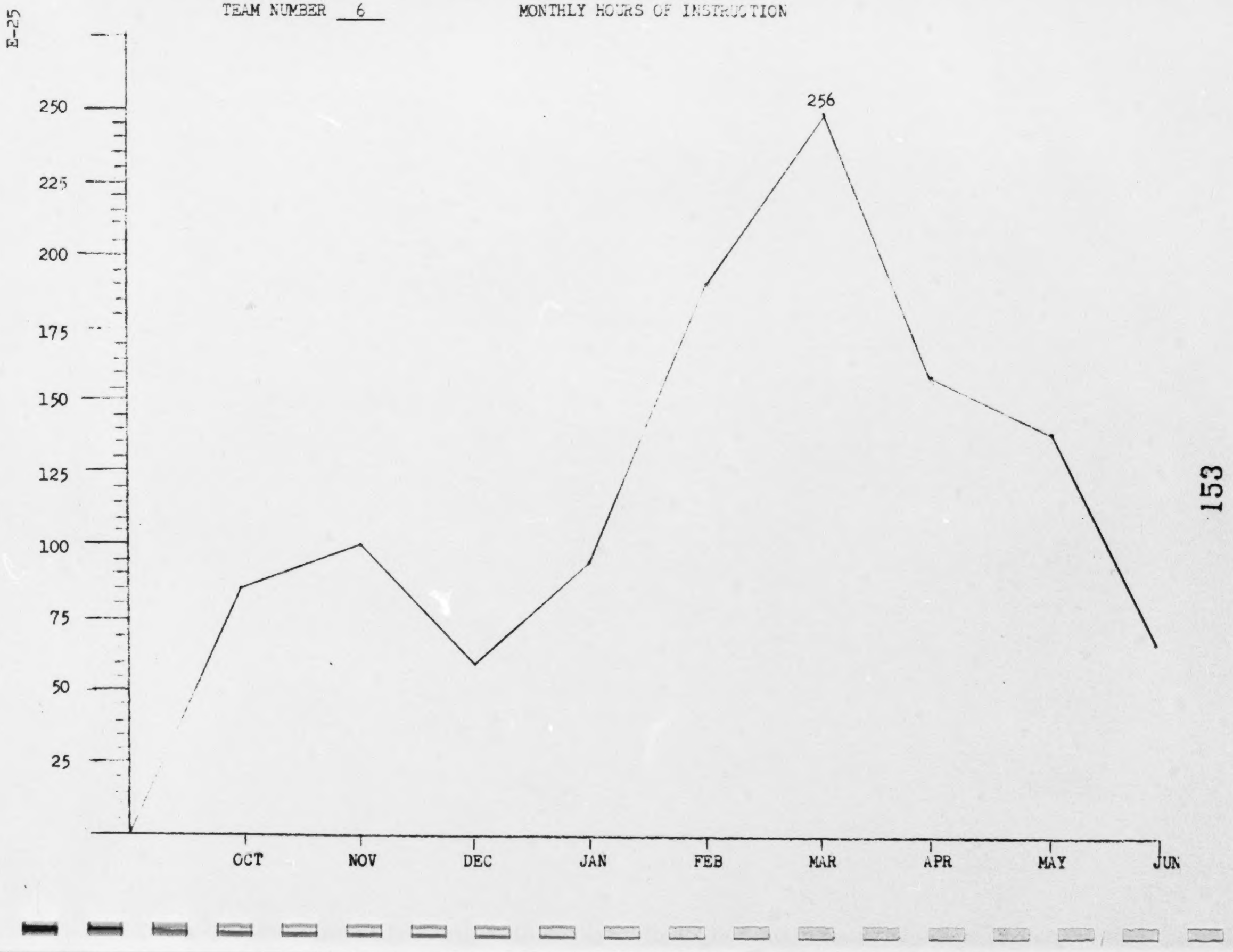
MONTHLY HOURS OF INSTRUCTION



152

TEAM NUMBER 6

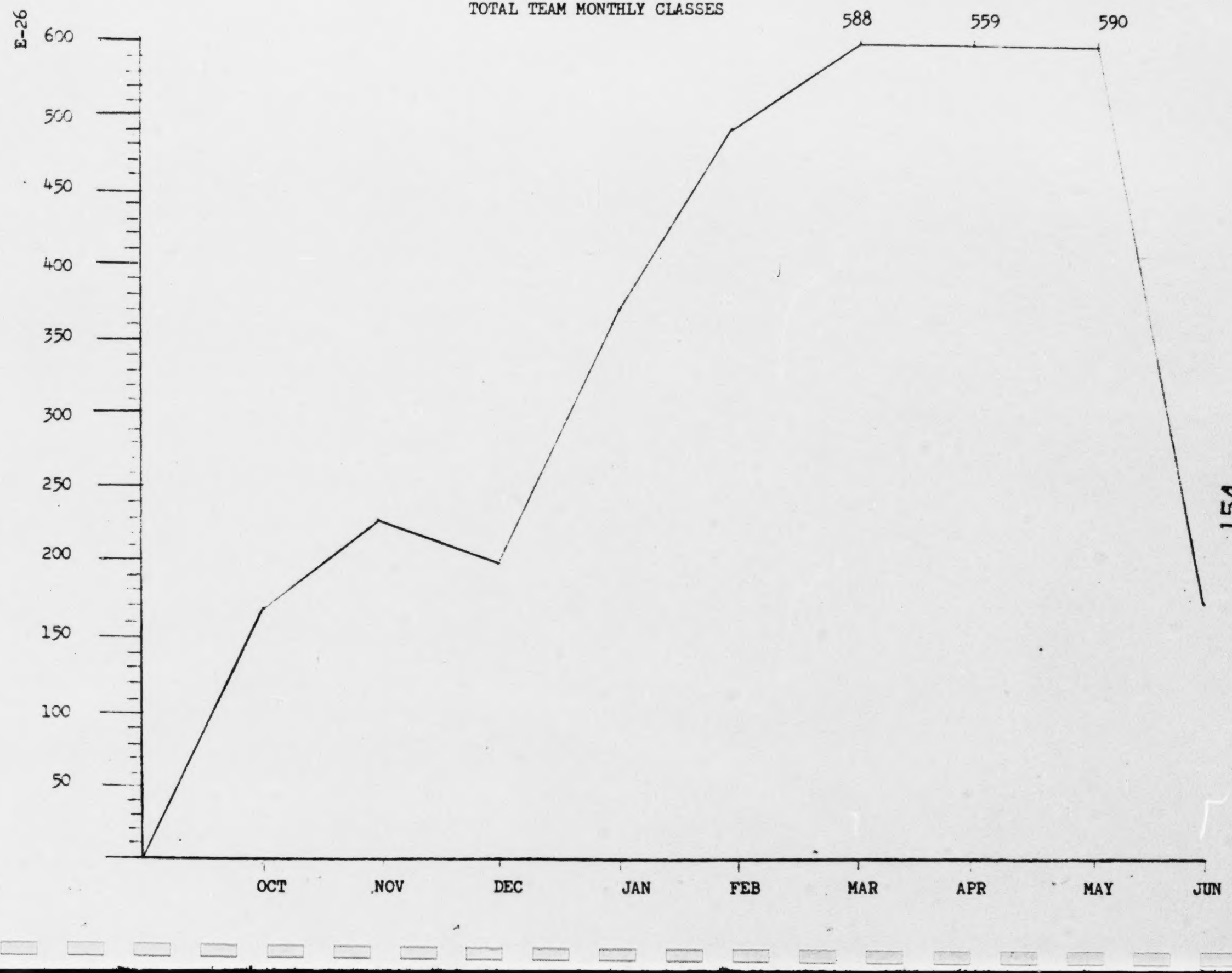
MONTHLY HOURS OF INSTRUCTION

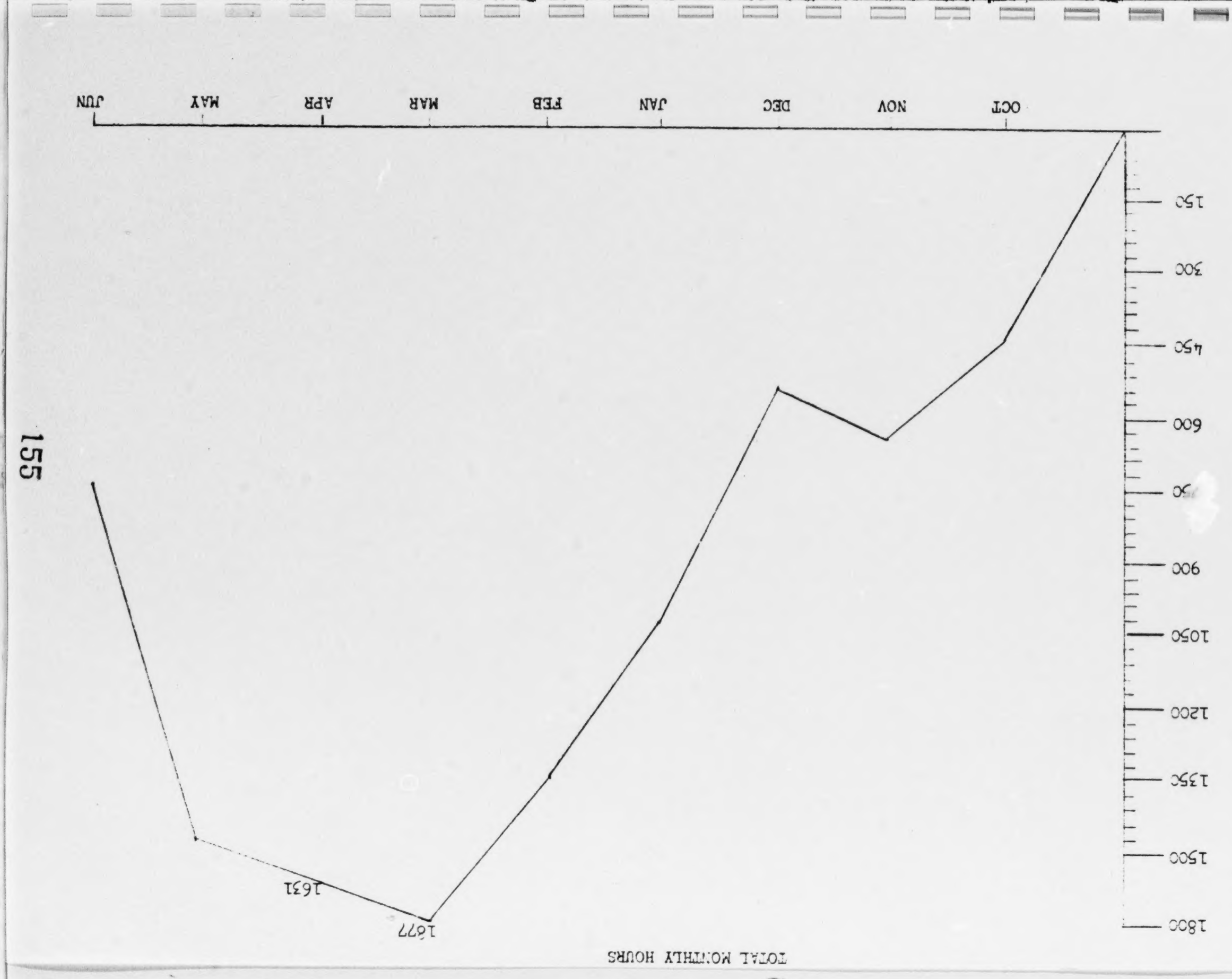


153

E-26

TOTAL TEAM MONTHLY CLASSES




155
1677
1631
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
150
300
450
600
750
900
1050
1200
1350
1500
1800
TOTAL MONTHLY HOURS

SECTION "F"

CHRONOLOGICAL PROJECT PROGRESSION REPORTS

QUARTERLY PROGRESS REPORT

First Quarter

PROJECT TO UTILIZE VOLUNTEERS IN

ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Patrick M. Harstead

Subject: 309 - B Project to utilize volunteers in eliminating adult illiteracy

This project is intended to serve as a demonstration of the use of volunteers in a homebound method of attacking adult illiteracy in urban areas. The approval of Proposal Number O-324-2088 (S) was received by the Butte Vocational Technical Center and School District No. 1, Butte, Montana on July 7, 1970. Upon receipt of this grant "Project Homebound", its abbreviated title, we began implementation. The original budget was reviewed by Butte Vo-Tech staff, recommendations for changes were made and a revised budget submitted.

Upon approval of revised budget a thirty hour teacher, teacher-aide and volunteer training workshop was designed by staff. A rough draft of potential training areas divided the workshop into two training sections 1. consultant goals and 2. staff goals. A tentative flow chart concerning workshop contents was explained to Dr. Arvin Blome, Assistant Dean of Education, Montana State University, Project 309 - B consultant and additions and revisions were made by him. It was agreed that Dr. Blome would conduct the first eighteen hour block of instruction. It was further agreed that Tim Sullivan, creative problem solving instructor, School District No. 1, Butte, Montana would conduct the last twelve hour block of instruction. The dates for Dr. Blomes presentations were set for September 15, 16, 17 and September 22, 23, 24 and Tim Sullivan's presentations on September 28, 29, 30 and October 1, 1970. (See addendum one)

Project dissemination was felt to be of utmost importance and letters explaining Project 309 - B were mailed to all Butte, Montana service clubs

and unions. In these letters request was made that we be invited to address these clubs and unions in order to solicit teacher volunteers. Project director has regularly addressed these organizations at their meetings as invitations to speak have arrived. Advertisements were placed in local newspapers and on radio and T. V. for teacher and teacher aides requisite ot Project. Also news releases were given to T. V., radio and newspapers informing the public as to our aims and progress. Butte, Montana news media have supported our Project gratis, wholeheartedly. (See addendum two)

A temporary advisory committee for Project 309 - B was established. Project staff next designed teacher and teacher-aide applications and listed criteria for their selection. Upon receipt of these applications (ninety applicants), they were screened by a three teacher selection committee, forty five applicants were contacted and interviewed by project director and assistant.

In early August Dr. Minnis met not only with our staff but also othe agency and school administrators vital to the success of Project 309 - B.

Letters were mailed to Model Cities Educational Task Force, P. T. A. district representatives and persons completing G. E. D. through the Office of Economic Opportunity. The purpose was to solicit volunteers and locate potential students. The Montana State Employment Office, Concentrated Employment Program, Vocational-Rehabilitation, County Welfare Office and other organizations were contacted requesting names of potential students for Project 309 - B. These agencies and particularly Model Cities and O. E. O. have co-operated with us 100%. These organizations were personally contacted by project director and assistant project director and a master list of four hundred potential 309 - B students was made.

Project directors and staff reviewed materials used in other adult education programs. Some new A. B. E. materials were ordered as well as sufficient known material to start program. Throughout Project, material

purchased will be commensurate with needs of students.

Final selection of required six teachers, twelve teachers-aides and thirty volunteers was made. Selection was based on applicant's credentials and interview conducted by project directors. Preference was given to teacher aides living in the Model Cities area and C. E. P. applicants.

A continuation of explanation of Project 309 - B was made to organization at their meetings during August and September. News releases concerning Project periodically were given to T. V., radio, and local newspapers.

Project staff contacted the two principal minority groups who will participate as students in 309 - B and explained program. These groups are the N. A. I. A. (North American Indian Alliance) and leaders of the Mexican-American people residing in Butte. The project director, assistant director and an instructor drove to Bozeman, Montana and met with Dr. Blome of M. S. U. to make final plans for workshop.

At the writing of this summary the third week session of the workshop has begun. Last week Dr. Roy Minnis of Denver returned once again to help us and was in attendance at two workshop sessions. His aid has been both informative and instructive. Student recruitment by teachers and teacher-aides continues as part of workshop. Summary of workshop is attached. Homebound classes will begin on schedule October 5, 1970.

ADDENDUM ONE

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Project Description and Workshop Design

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

Project 309

Project 309 is concerned with a "homebound" Approach in teaching Adult Basic Education students. A unique aspect of this program is its utilization of personnel from a variety of educational backgrounds. That is:

1. Master Teachers - Those teachers who hold a bachelor's degree.
2. Teachers Aides - Those persons in training from programs such as the Office of Economic Opportunity or the Concentrated Employment Program. These people haven't received high school diplomas.
3. Volunteers - Persons from the various service clubs throughout the community. For the most part, all are high school graduates.

With the exception of the Master Teachers, many of these people will have no previous teaching experience. It is the aim of those in charge of the two-week workshop to train these persons in some beginning teaching techniques and instruct them in the use of instructional materials.

In trying to reach this goal, we feel it is necessary to have our consultants introduce our personnel to some of the problems which people in need of literacy training face. After our workshop participants have this basic background and understanding, those in charge of the workshop can relate the materials to the problem and demonstrate how they can be used next school term. Some of the specific areas we deem necessary for our consultants to discuss during the workshop are:

A. Life style of the disadvantaged
B. Communicating with those in need of literacy training
C. Techniques in teaching adults
D. Organization and class procedures in the home

Considering our city and the personnel involved, we desire our consultants to relate to the following areas within the above-listed categories:

A. Life Styles of the Disadvantaged

1. Culture
2. Environment
3. Family
4. Marital values
5. Child rearing
6. Needs

B. Communicating with Those in Need of Literacy Training

1. Teacher's mode of dress
2. Acceptance of opinion
3. Talks geared to student's level
4. Understanding student's need
5. Building program around student's strengths

C. Techniques of Teaching Adults

1. Understanding problems
2. Motivation
3. Involvement
4. Maintaining interest
5. Adapting materials to student's needs

D. Organization and Class Procedure in the Home

1. Determining student's needs
2. Selection of materials
3. Record keeping
4. Recruitment
5. Successful involvement
6. Adapting other educational materials

Consultants should feel free to introduce any demonstration of learning experience that they feel would be an asset to the "309" program.

We desire the following role-playing situations to be developed by the consultants and used with institute participants. Our purpose would be to communicate to the workshop personnel the actual problems existing with those in need of literacy training:

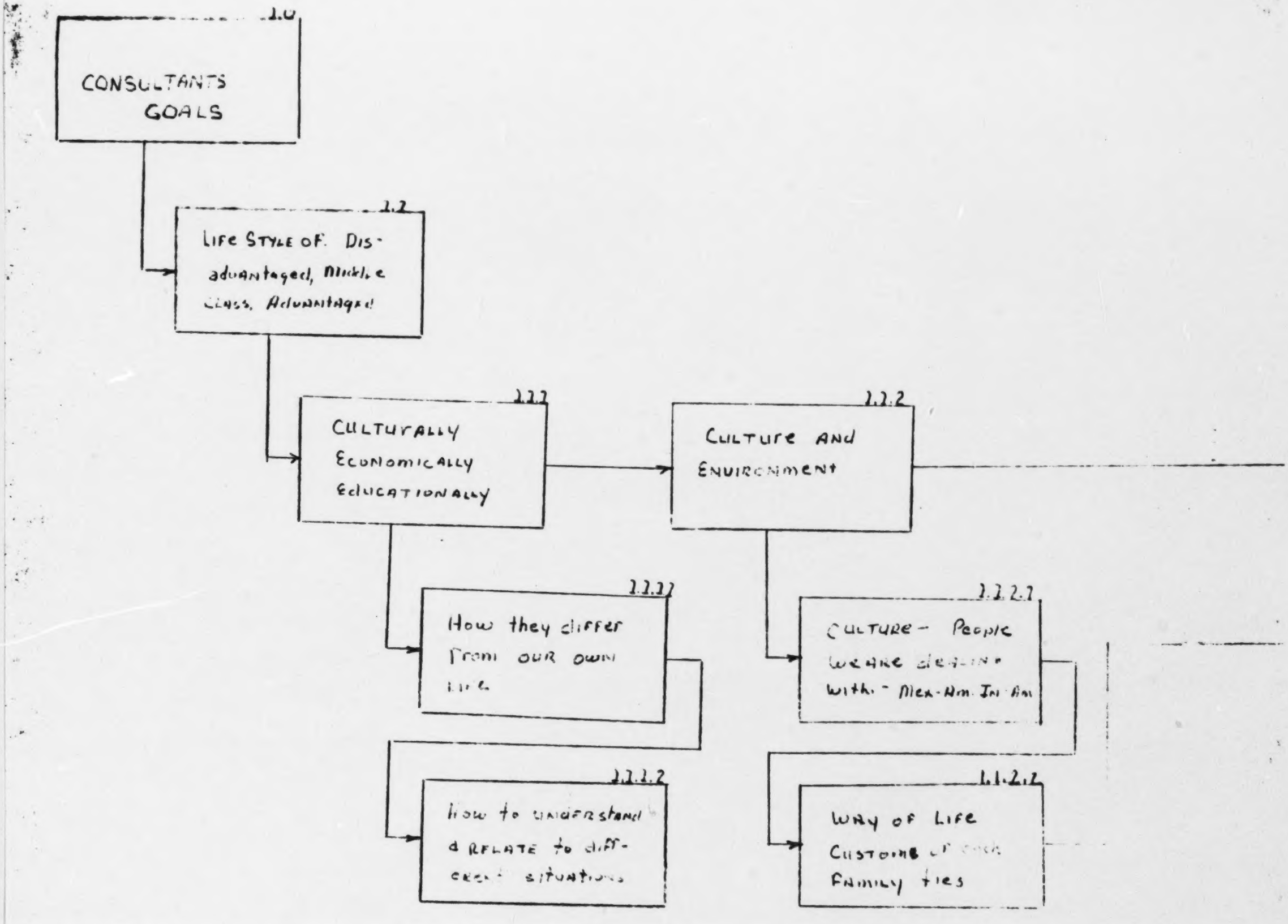
Role Play Situations to be Developed:

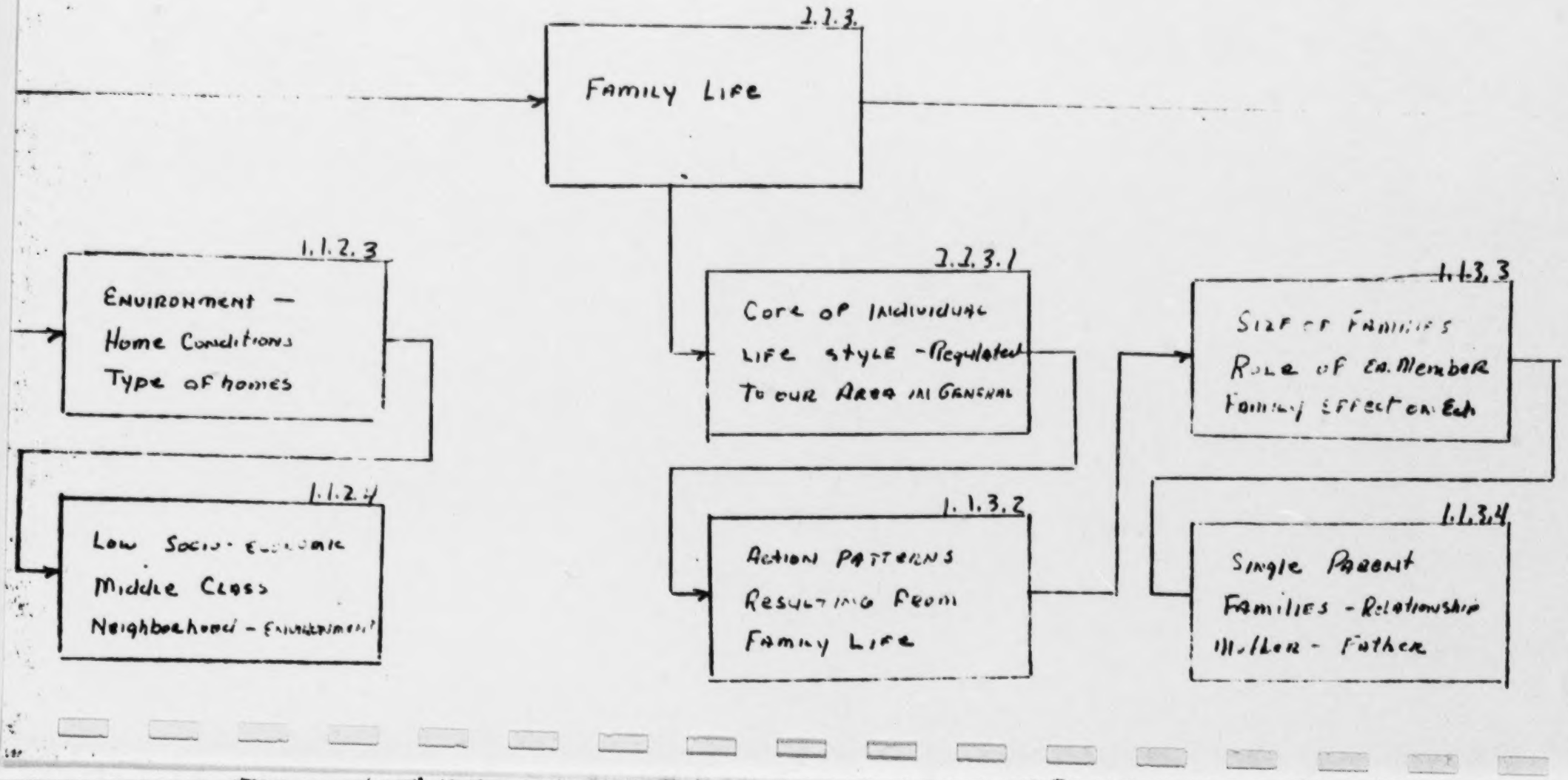
1. Understanding needs of people with learning disabilities
2. Distrust of temporary helpers
3. A sincere willingness to listen and understand opinions
4. Seeing the situation through the "eyes of the disadvantaged"

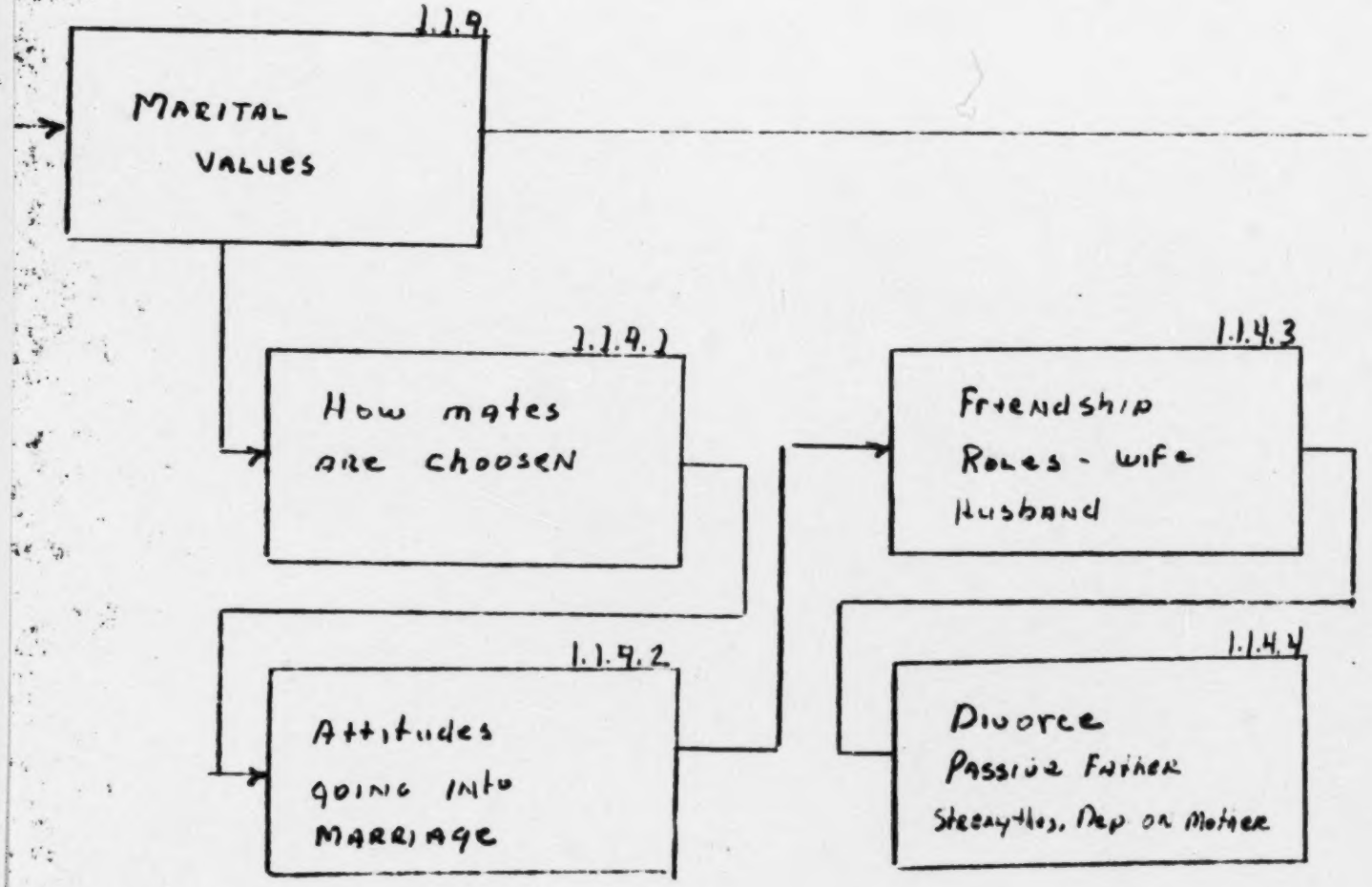
ABE WORKSHOP - BUTTE

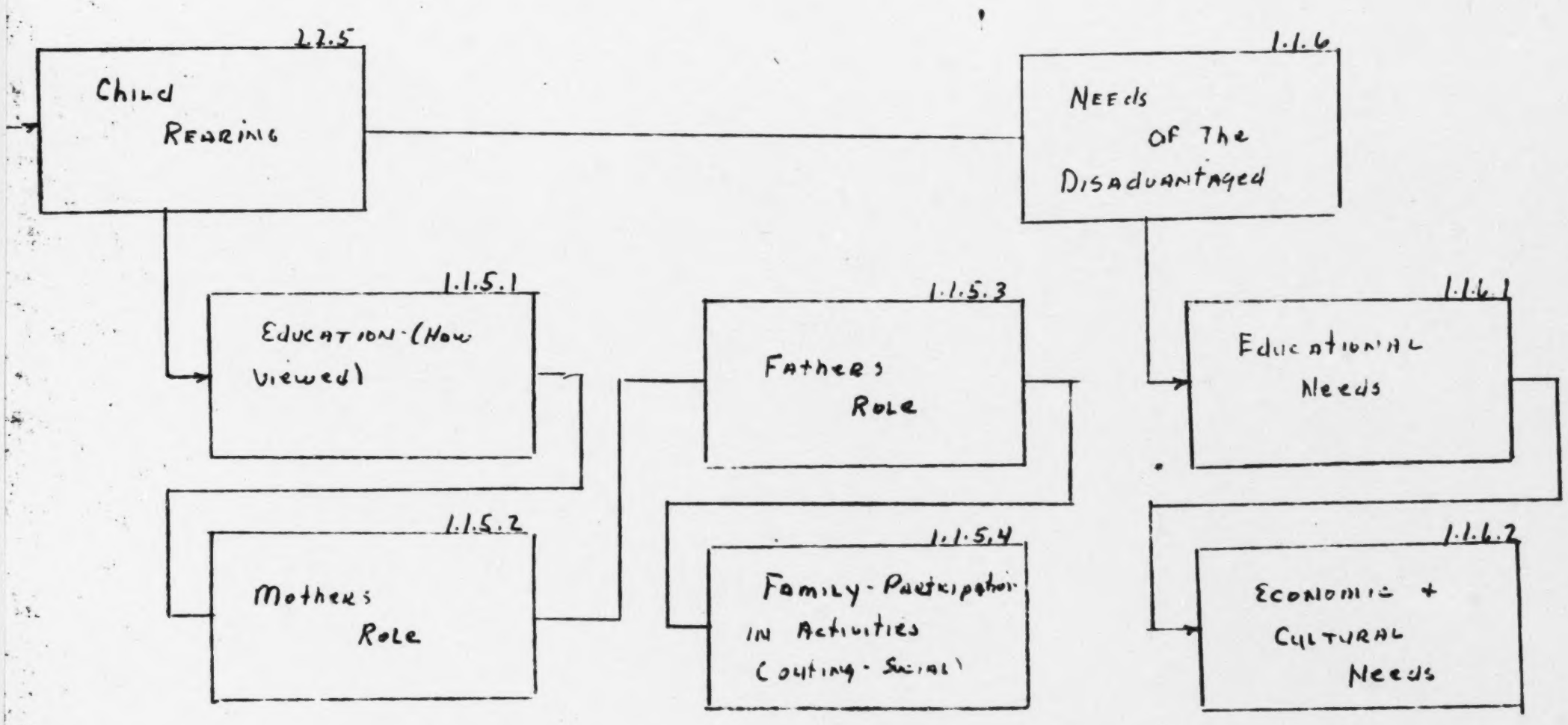
SCHEDULE
(7-10 p.m.)

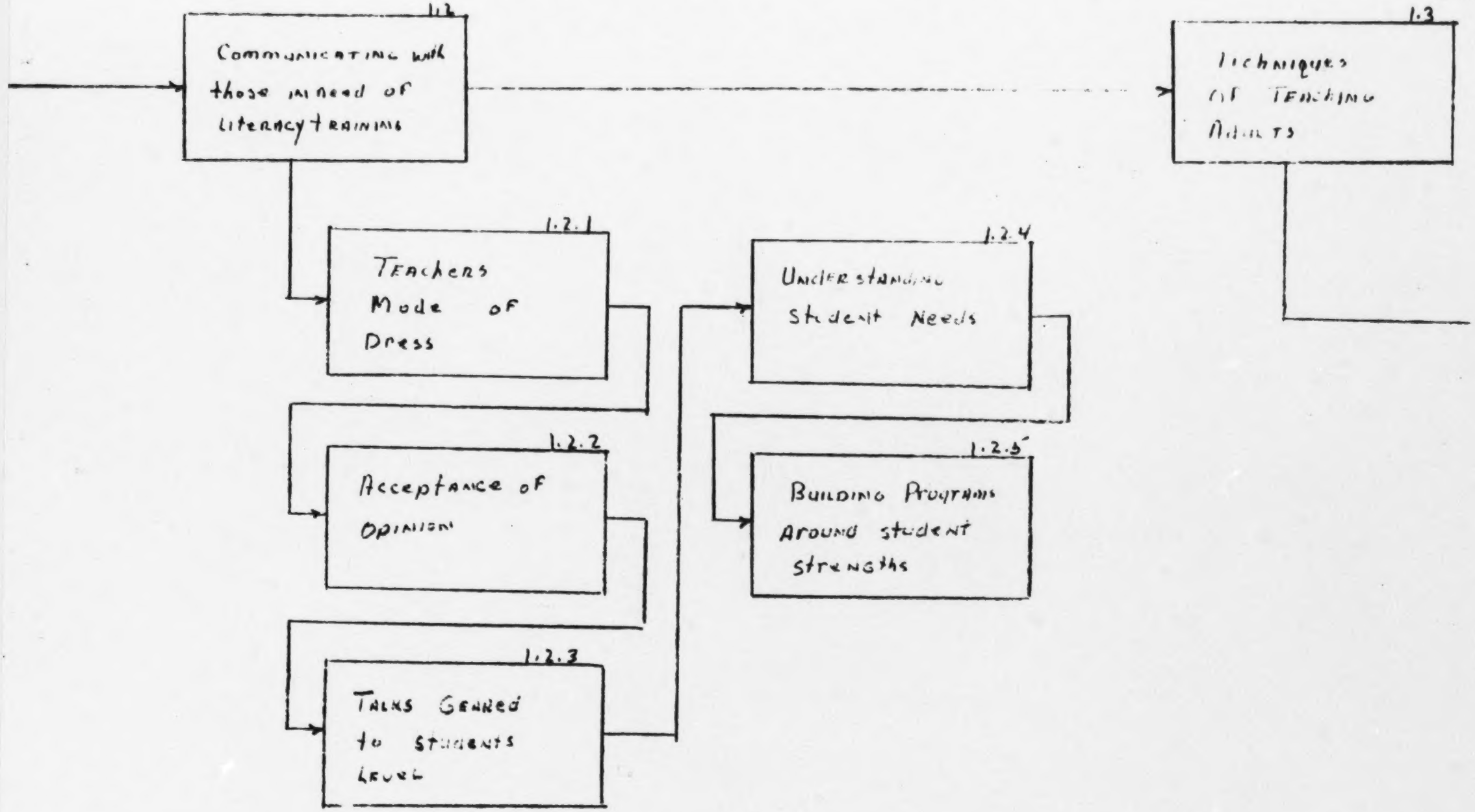
Tuesday, Sept. 15	Introduction Why are you here? Who will you be working with? What and how to partially fulfill your goals? Preview of students Filmstrip - "Disadvantaged Mexican - American Children & Early Educational Experiences"
Wednesday, Sept. 16	Characteristics of the under-educated adults - life style and communications
Thursday, Sept. 17.	Implication for teaching disadvantaged adults, based upon their characteristics. Technique in teaching adults. TV film - ABE classes in Kentucky with commentary Discussion and role playing with specific problems
Tuesday, Sept. 22	Perception model development Communication problem solving
Wednesday, Sept. 23	Review problem solving Staff problem development
Thursday, Sept. 24	Overview of interview technique, approach, etc. 2 hours actual interviewing in teams (two).
Monday, Sept. 28	Discussion of interview results and problems thereof, with analysis and suggested alternatives.
Tuesday, Sept. 29 Wednesday, Sept. 30 Thursday, October 1	Organization of home classes and procedures to be employed. Instruction in how to use ABE material effectively.


1.0
CONSULTANTS GOALS
1.2
LIFE STYLE OF. DISADVANTAGED, MIDDLE CLASS, ADVANTAGED
1.2.1
CULTURALLY ECONOMICALLY EDUCATIONALLY
1.2.2
CULTURE AND ENVIRONMENT
1.2.1.1
How they differ from OUR OWN LIFE
1.2.1.2
How to UNDERSTAND & RELATE to DIFFERENT SITUATIONS
1.2.2.1
CULTURE - PEOPLE WE ARE DEALING WITH - MEX-AM. IN. AM.
1.1.2.12
WAY OF LIFE
CUSTOMS OF EACH
FAMILY TIES


1.1.3.
FAMILY LIFE
1.1.2.3
ENVIRONMENT —
Home Conditions
Type of homes
1.1.2.4
Low Socio-Economic
Middle Class
Neighborhood - Environment
1.1.3.1
Core of Individual
Life style - Regulated
To our Area in General
1.1.3.2
Action Patterns
Resulting From
Family Life
1.1.3.3
Size of Families
Role of Ea. Member
Family Effect on Ea
1.1.3.4
Single Parent
Families - Relationship
Mother - Father


1.1.9
MARITAL VALUES
1.1.9.1
How mates are choosen
1.1.9.2
Attitudes going into MARRIAGE
1.1.4.3
Friendship
Roles - wife
Husband
1.1.4.4
Divorce
Passive Father
Stepmother, Dep on Mother


1.2.5
Child Rearing
1.1.6
Needs of the Disadvantaged
1.1.5.1
Education (How viewed)
1.1.5.2
Mothers Role
1.1.5.3
Fathers Role
1.1.5.4
Family - Participation in Activities (Outing - Social)
1.1.6.1
Educational Needs
1.1.6.2
Economic + Cultural Needs


1.2
Communicating with those in need of literacy training
1.3
Techniques of Teaching Adults
1.2.1
Teachers Mode of Dress
1.2.4
Understanding student Needs
1.2.2
Acceptance of Opinion
1.2.5
Building Programs Around student strengths
1.2.3
Talks Geared to students Level

ADDENDUM TWO

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Project Dissemination

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

BUTTE VOCATIONAL-TECHNICAL CENTER
404 South Wyoming
Butte, Montana
59701

Dear

School District #1 has been awarded a Federal grant for a project entitled, "Homebound Approach to Adult Basic Education." This program involves 6 master teachers, 12 teachers aides, 30 volunteer teachers, and an estimated 300 needy citizens.

We believe that there are many people in the neighborhoods throughout the city and in your organization, who could benefit from extra educational training. Many of these people need help in basic reading and writing skills.

Realizing your concern for our community, we would appreciate an opportunity to explain the program to your organization. Our aim is to solicit your support and to inform any members of your organization as to the educational opportunities available in the community.

We would appreciate hearing from you concerning this matter at your earliest convenience.

Sincerely,

Dave Keltz
Assistant Director
Butte Vocational-Technical Center

BUTTE VOCATIONAL TECHNICAL CENTER
404 South Wyoming
Butte, Montana
August 14, 1970

Dear

Your name has been given to us from the Model City Agency, as a person willing to serve on the Educational Task Force Committee.

With this thought in mind, we, at the Butte Vocational Technical Center wish to furnish you with information concerning Project 309. (Homebound approach to Adult Basic Education)

School District #1 has been awarded a Federal grant for a project to take Adult Basic Education into the homes.

We believe that there are many people in your neighborhood and in other neighborhoods throughout the city who could benefit from extra educational training. Many of these same people, who need help in basic reading and writing skills, have been unwilling to attend night classes at the Vocational Technical Centers.

A number of factors seem to enter into a persons unwillingness to attend.

1. Enrollment in a public school sponsored Adult Basic Education class becomes a source of embarrassment, when the individual gives evidence to neighbors that he is in need of literacy training.
2. The need for transportation, particularly in times of severe weather conditions, may become a determining factor in attendance.

To cope with these problems and still provide comprehensive literacy training opportunities for those most in need of these services the following activities are proposed:

A. Locate those people in the various neighborhoods who could use extra educational training.
B. Take this educational training into the homes one night per week, in the form of "kitchen classes."

If you know of any person from your area who might benefit from extra educational (home) training please ask them to contact us at the Vocational Technical Center.

We wish to solicit your cooperation in explaining this new program to your neighbors or friends.

Sincerely

Pat Harstedt
Project Director
Butte Vo-Tech Center

BUTTE VOCATIONAL-TECHNICAL CENTER
404 South Wyoming
Butte, Montana
59701

Your name has been given to us from the Montana State Employment Office, as a person recently completing your High School Equivalency Examination (G.E.D.).

There are many people in your neighborhood who could benefit from extra educational training. Most of these people need help in basic reading and writing skills.

We feel that a person of your caliber, who has been able to study on his own and pass the G.E.D. examination, could help a neighbor develop some basic skills.

We are looking for volunteers who would be willing to work for an hour or so one night a week in the home of one of his neighbors or friends.

These volunteers will be given training at a workshop during the month of September. They will then be given free materials to help this neighbor or friend.

During the time the volunteer is working with his neighbor, he will be able to call upon the services of a trained teacher, who, if requested, will visit the home.

Your only reward will be in giving someone else the help that you received.

For further information, call Dave Keltz at the Butte Vocational-Technical Center, phone 723-4882.

Sincerely,

Dave Keltz
Assistant Director
Butte Vocational-Technical Center

BUTTE VOCATIONAL TECHNICAL CENTER
404 SOUTH WYOMING
BUTTE, MONTANA
59701

Your name has been given to us from the Office of Economic Opportunity (O.E.O.),as a person recently completing your High School Equivalency Examination (G.E.D.).

There are many people in your neighborhood who could benefit from extra educational training. Most of these people need help in basic reading and writing skills.

We feel that a person of your caliber, who has been able to study on his own and pass the G.E.D. examination, could help a neighbor develop some basic skills.

We are looking for volunteers who would be willing to work for an hour or so one night a week in the home of one of his neighbors or friends.

These volunteers will be given training at a workshop during the month of September. They will then be given free materials to help this Neighbor or friend.

During the time the volunteer is working with his neighbor, he will be able to call upon the services of a trained teacher, who, if requested, will visit the home.

Your only reward will be in giving someone else the help that you received.

For further information, call Dave Keltz at the Butte Vocational Technical Center, phone 723-4882

Sincerely,

Dave Keltz
Adult Basic Education Director

PROJECT HOMEBOUND WORKSHOP

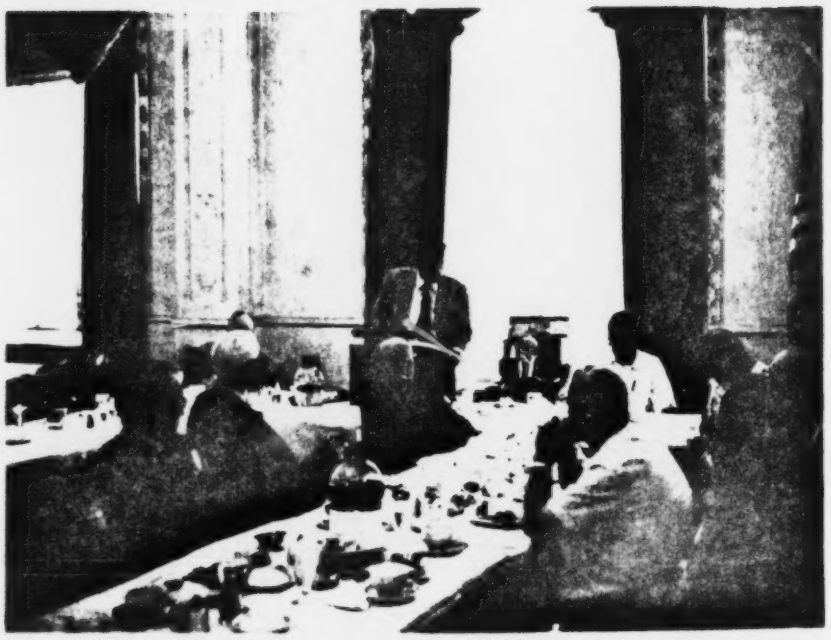
An Adult Education Workshop is now in session at the Butte Vocational-Technical Center. Dr. Arvin Blome, Assistant Dean of Education at M.S.U. is conducting the workshop.

The first night's class dealt with the teacher's philosophy of service to others. This embraces the teachers perceptive knowledge and understanding of the adult student: knowing how to communicate with him, accepting his opinion and a willingness to listen. Dr. Blome emphasized that there must be an awareness by the teacher of the need to help people reinforced by sincerity and dedication.

The second session went into detail on the characteristics of the adult trainee as compared to children. The class actively participated in discussion with the following conclusions: 1. Adults are more realistic than children. 2. They have more experience . 3. Adults do not comprise a captive audience. 4. They are used to being treated as mature. 5. Adults even in late life can learn as well as youth.

The third evening involved the class members, teachers, aides, and volunteers, organizing into teams. These teams were given an attitude scale based on the psychology of adults and each team member responded to a statement with a specific answer. Comparisons were then made of the answers given by each person and discussion followed.

Dr. Blome has made extensive use of audio-visual materials, hand-outs, and classroom participation. The workshop will continue next Tuesday evening at 7:00 at the Butte Vo-Tech Center. Volunteers who will teach one evening each week are still being signed for this project. Phone 723-4222.



Teachers' aids will be hired

Applications for part-time and full-time teachers' aides are being taken at the Butte Vocational Center.

These positions are available in a federal project, "Homebound Approach to Adult Education." The project is aimed at bringing education to those in need who are unable to attend regular classes. It is also for those who advance their education, but can't because of family or other responsiblity.

For further information call 723-4222.

Education aid planned

The Butte Vo-Tech Center recently received a federal grant entitled "Homebound Approach to Adult Education".

The program is open to all adults and is tuition free. It is aimed at bringing education to those in need who are unable to attend regular classes. It is also for those who wish to advance their education but cannot because of family or other restrictions.

Interested persons should contact the Vo-Tech Center by calling 723-4882.

Lions hear Pat Harstead

Pat Harstead, coordinator of the new Homebound adult education program at the Butte Vo-Tech School, spoke on the project at a Tuesday meeting of the Butte Lions Club.

It is, Harstead said, a $151,000 federally financed project to teach adult students to be more employable and productive.

It is aimed, he said, at helping those who cannot read or write, or those who may have dropped out of high school and cannot attend formal classes.

Harstead estimated Homebound enrollment will reach 300 its first year here.

DAVE KELTZ (left) assistant director of Vo-Tech, Herb Venner, Roy Minnis, federal program director in charge of adult education from Denver and Asst. Supt. for district 1, Vince Barry discuss the details of Project Homebound at the Vo-Tech center here.

Teaching workshop planned

About 50 Butte teachers, aides and education volunteers will be instructed in the latest techniques of teaching adults during an intensive workshop here starting Sept. 15.

PAT HARSTEAD, who will direct the program for School District 1, said the workshop will be conducted by Arvin C. Blome, assistant dean of education at Montana State University, and by Tim Sullivan, creative problem solving instructor for district 1.

The program, Project Homebound, was originated by staff members at Butte's Vo-Tech facility and the Model City development staff. The program will be open to all adults without restriction and is tuition free.

According to Harstead, the greatest deterrent to individuals participating in the usual adult basic education classes is the problems of leaving home to attend classes. About 300 Butte adults are expected to benefit from the program.

Adult Education Moving

An intensive two-week training session in adult education will be held at the Butte Vo-Tech Center beginning September 15th. Approximately 50 Butte teachers, aides, and volunteers will be instructed in the latest techniques of teaching adults and individualized instruction. A federal grant of $136,000 was given to School District No. 1, due to the area's designation as a Model City. Titled "Project Homebound," it was originated by staff members at Butte Vo-Tech and Model Cities development, and is tuition free. Project Homebound involves bringing education into the homes and neighborhoods of Butte adults. A unique aspect of this program is its use of personnel from a variety of educational backgrounds. An estimated 300 Butte adults will benefit.

Speakers club is under way

ButteToastmistress Club met in the Finlen Hotel with the new president, Mrs. Tom Carter, presiding Sept. 10.

Table Topics were conducted by Mrs. James Loughran. Her subject was self-improvement.

Mrs. Ted Woodward spoke on "Getting Acquainted with Toastmistress Material." She displayed reference hand books.

Eve Robinson gave a lesson on "Protocol."

Pat Harstead was guest speaker representing the Butte Vocational Technical Center explaining a new project to utilize volunteers in eliminating adult illiteracy.

Evaluators were Mrs. Walter Unger, Mrs. Garth Haughland, Dorothy Sheets and Eve Robinson.

Mrs. Dan Sweeney, Mrs. Ted Woodward and Mrs. Garth Haughland were named on the nominating committee.

Mrs. Art Fischer was a guest.

Garden council hears Harstead

Rocky Mountain Council of Garden Clubs met recently in the Ramada Inn with Silver Bow Homes Garden Club, Mrs. Carl Wilson, president, in charge.

Pat Harstead Vo-Tech outlined a newly inaugurated community service project, Homebound.

Funded by federal grants and Model City, it is designed to send teachers into homes to teach courses such as reading, writing and English.

Workshops will be conducted by Arvin C. Blome, assistant dean of education at the University of Montana, and Tim Sullivan, creative problem instructor in Butte.

Mrs. Irene Chapdaleine, presented "hobbies". She completed several novelty items, suitable for home decorations.

The group discussed initial plans for the council's flower show Dec. 8-9.

Webster-Garfield Division RMCGC, will be in charge, Mrs. William McMasters, chairman. The show at the Race Track fire hall.

Mrs. Sweeney announced Mrs. Robert Breen, Hamilton, state president Montana Federation of Garden Clubs, will be present at the council meeting in November.

Mrs. William Fritz listed new books at the garden Council's book shelves, located in the

Project scheduled

A two-week in-service training session for about 50 Butte teachers, teacher-aides and volunteers will begin Tuesday night at 7 in Room 115 of the Butte Vo-Tech School.

The workshop, designed to run three nights a week for two weeks, will teach the latest techniques in teaching adults for the Homebound project scheduled to begin Oct. 5.

THE HOMEBOUND project financed by a federal grant of $151,000 was originated by staff members at Vo-Tech and Model City. The project is designed to send teachers into the homes of adults to teach such courses as reading, writing and speaking English, basic mathematics and advanced courses leading to high school equivalency. The courses will be open to all adults without restriction and are tuition free.

Arvin C. Blome, assistant dean of education at Montana State University, and Tim Sullivan, creative problem solving instructor in Butte, will conduct the workshop.

A RELEASE from Vo-Tech stated, "The greatest deterrent to individuals participating in the usual adult basic education classes is the problem of leaving home to attend class. Many do not come because they lack transportation, cannot pay babysitters, or in some way are handicapped. Project Homebound involves bringing education into the homes and neighborhoods of Butte adults with six experienced teachers, 12 teacher aides and aides and 30 volunteers working as teams."

Persons interested in taking adult education in their homes or neighborhoods should call the Vo-Tech School at 723-4222.

Homebound Project gains momentum

Training progressed last week for Butte instructors who will teach in the forthcoming Homebound Project.

The federal funded project, the first of its kind in the United States, will send teachers into the homes of adults to teach basic learning skills such as reading, writing and speaking English.

The second three-day in-service training session for the 6 teachers and 12 teacher-aides was conducted by Arvin Blone, of Montana State University.

Roy Minnis, federal projects director from Denver, who designed the adult education program for the United States, attended the session.

The project will start Oct. 5. In preparation Blome concentrated last week on the art of teaching during the session at Butte's Vo-Tech.

Practical problems about teaching adults were discussed and hypothetical situations were presented to the insturctors for discussion of possible courses of teaching action.

Teachers for Project Homebound will be James Connolly, Patricia Hayes, Vernetta Kommers, Jean Line, Warren Means and Patricia Thompson.

Teacher-aides will be Dulcie Allen, Connie Anders, Georgia Becky, Terry Byrne, Marsha Friesen, Kristine Kelly, Mary Maloney, Margaret Peters, Charlene Ramey, Alberta Rowe, Eugenia Saari and Annette Sullivan.

This week the workshop will be conducted by Tim Sullivan and will deal with the use of instructional materials.

BUTTE'S ADULT EDUCATION COURSES CAN ENRICH YOUR LIFE AND PURSE

Registration for these classes will be accepted Wednesday, September 16th, and Thursday, September 17th, in the Electronics Lab Rooms 106 and 108 of the new Vo-Tech building between 7:00 p.m. and 9:00 p.m. Use Wyoming Street entrance. No phone calls, please. Starting Sept. 21 and continuing for 13 weeks for a total of 30 hours of evening instruction. These adult courses can give a new focus to your life and a lift to your pocketbook. They will be offered by School District No. 1 in the Vo-Tech building. This is the 19th consecutive year this program has been made available to Silver Bow County residents over 16 years of age.

YOU PAY ONLY $5
Registration Fee When You Enroll

PICK YOUR COURSE! ENROLL!

HIGH SCHOOL CREDITS FOR ENGLISH AND HISTORY
Typing — Welding — Basic Electronics — Sewing
Shorthand — Math — Photography — Public Speaking
German — Spanish — French — Home Car Care
Leathercraft — Electrical Technology — Drafting
Report Writing — Book keeping — Power Machines and
Hand Tools — Traffic Education — Business Machines
Credit Union Leadership - High School Math - High School Science

Other Courses Will Be Offered If There Is Sufficient Demand. Express your desire.

ADULT BASIC EDUCATION
(NO TUITION for These Courses — Basic English, Math and Reading)
Vo-Tech Center and In Your Home

Blind club hears of Vo-Tech

The September meeting of the Silver Bow Chapter of the Montana Association for the Blind was in the YMCA club rooms.

Pat Harstead of the vocational-technical school spoke on "Project Homebound," a tutoring project to be given in the homes.

Butte is the first city to begin this program. Many questions were discussed on arts and crafts for the blind.

The calendar sale will begin in late October, according to Mrs. Frank Mollish, chairman.

"Butte broke all records for calendar sales last year, selling a third of all calendars sold in the state," Mrs. Mollish said.

An affirmative vote was given by the group to host the Blind convention in Bozeman next July. Mrs. Irving Jacobs will be chairman.

Following the business - meeting, Mrs. Leonard Kaufman spoke on her recent trip to Spain and Portugal.

Adult education workshop tonight

The second three-day adult education workshop will be conducted by Arvin Blome, of Montana State University Tuesday at 7 p.m. in the Butte Vo-Tech Center.

The sessions are designed to provide training for the teachers and teacher-aides who will teach in the Homebound Project. The project will send teachers into the homes of adults wishing to further their education.

Last week's sessions provided programs about learning how to communicate with adult students and preparing conclusions about adult students the teachers will use as guidelines in the program. Also teams were organized to further the study of adult-education methods in preparation for the home teaching experience.

Volunteers, who will teach one night each week are still being sought and volunteers and persons who wish to receive home education may call 723-4223.

ADDENDUM THREE

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Workshop Summary

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

PROJECT HOMEBOUND WORKSHOP

An Adult Education Workshop is now in session at the Butte Vocational-Technical Center. Dr. Arvin Blome, Assistant Dean of Education at M. S. U. is conducting the workshop.

The first night's class dealt with the teacher's philosophy of service to others. This embraces the teachers perceptive knowledge and understanding of the adult student: knowing how to communicate with him, accepting his opinion and a willingness to listen. Dr. Blome emphasized that there must be an awareness by the teacher of the need to help people reinforced by sincerity and dedication.

The second session went into detail on the characteristics of the adult trainee as compared to children. The class actively participated in discussion with the following conclusions: 1. Adults are more realistic than children. 2. They have more experience. 3. Adults do not comprise a captive audience. 4. They are used to being treated as mature. 5. Adults even in late life can learn as well as youth.

The third evening involved the class members, teachers, aides, and volunteers, organizing into teams. These teams were given an attitude scale based on the psychology of adults and each team member responded to a statement with a specific answer. Comparisons were then made of the answers given by each person and discussion followed. Dr. Blome has made extensive use of audio-visual materials, hand-outs, and classroom participation.

Continuing the Adult Education Workshop for local teachers, aides, and volunteers in the Homebound Project, Dr. Blome concentrated on the art of teaching. The classes are being held at Butte-Vocational- Technical Center during the evening for the second week of instruction.

Dr. Blome emphasized approaches to practical problems for individual needs and motivation in basic adult education. He presented professional aids with a varity of approaches in making a successful teacher. Included were problems in teaching adults.

Teaching teams were selected to work with actual and hypothetical situations to demonstrate coordination of teaching skills. Criticisms and class discussions followed.

The inservice workshop, conducted by Tim Sullivan, was directed towards helping the staff to become well-rounded in using materials and flexible enough to cope with a wide variety of assignments both in and out of the home. Special area skills were introduced to enable the staff to start their kitchen classes on a concrete basis.

Session one of the workshop (Staff Goals) was geared toward training participants in material use. Teaching teams were organized according to geographic areas throughout the city. Participants were introduced into team organization and organizing home classes.

The responsibilities of each team member was discussed in detail and all questions were answered in descriptive manner.

Session two of the workshop (Staff Goals) organized the teaching teams into workable units. The procedure of organizing and conducting homebound classes was discussed by the staff. A sound framework for organizing kitchen classes was found. Emphasis was placed on informality of classes and the introduction of mass media publications as instructional material.

In session three (Staff Goals) the teaching teams worked together in team planning sessions. Team leaders acquainted each member to his role in the total team effort. An overview of problems to be encountered was discussed by each team. A number of brainstorming problems were presented to the team

and an open-end solution was arrived on by the teams.

Each team was then introduced to a group of Adult Basic Education students and actually instruction of these students was undertaken by the teams. Each team used instructional material previously introduced in the workshop, and different techniques of teaching adults were utilized by each team member.

Session four (Staff Goals) was structured to give team members actual practice in a teaching situation. Effectiveness of instructional teams and their ability to use instructional material was demonstrated and discussed by the teams. Emphasis was given to team planning, as to objectives, sequence of instruction and staffing of kitchen classes. Instructional packets were designed and staff evaluation of the workshop was conducted.

QUARTERLY PROGRESS REPORT

Second Quarter

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Patrick M. Harstead

Subject: Quarterly Progress Report

Project Homebound activity for the second quarter (October, November, December) showed a marked increase in student enrollment. (See addendum one.) From an initial enrollment of eighty-one students on October 5, 1970, enrollment increased to 155 students on December 31, 1970. New students are being recruited and are enrolling daily in the program.

A sincere and dedicated effort is being made by the teachers, aides and volunteers. The six teachers, as team leaders, are assisting the aides and volunteers as needed and are designing the instructional material. Because of yeoman service and to insure the success of Project the six certified teachers have been changed from half time to full time instructors. This change is effective January 1, 1971. The twelve teachers aides are recruiting students and preparing and teaching the material devised by the teacher. The volunteers are conducting classes in private homes one or two evenings a week with a teacher as support. Continuing two hour daily in-service training is given aides and some volunteers by the six certified teachers and consultants.

The volunteers, some teachers and some interested citizens, are recruited from various civic groups and other organizations in the city. For instance, of the thirty-seven present volunteers twenty three are certified teachers. There are twelve Catholic nuns, two Catholic priests, and nine teachers in this group. The remaining volunteers are professional men and women, business people, housewives, minority group members and college students. These volunteers have been exceptional in their work. They are not paid for their time.

ADDENDUM ONE

MONTHLY PROGRESS REPORTS

(October, November, December, 1970)

While Project Homebound instruction is individualized as much as is possible, the average student receives either five hours or two and one half hours instruction per week. Instructional content is Adult Basic Education with emphasis being placed on communication and computation skills. The first operational months disclose that many students find it impossible to group with their neighbors in classes. These students have requested and are receiving bi-weekly individualized instruction. Due to this demand for tutoring, unperceived in the original project proposal, a situation has arisen reducing the student-teacher ratio. Efforts are continuing to bring as many students as possible into neighborhood classes. Project Homebound is reaching for a goal of 300 students the first year and it is expected that by February 1, 1971, 200 students will be participating in the program. (See addendum two.) To broaden the program and serve the educational needs of these students, it will be necessary to strengthen our present staff and recruit more volunteers to serve as tutors.

The second quarter's Project Homebound progression has demonstrated the following:

1. There is a real need in this community for a home study project such as this and already Homebound has public approval and support.
2. The basic aim of the program to utilize volunteers as teachers is working.
3. Minority groups, never before reached in regular ABE programs, are now wholeheartedly participating as students, volunteers and teachers in Project Homebound.
4. And finally, the general schema of this project structured around a teaching team of one certified teacher, two teachers aides, and five volunteers has proven itself an effective vehicle in ABE home instruction. It is operational in Butte, Montana and could be utilized to great advantage in other American cities.

MONTHLY PROGRESS REPORT

October 30, 1970

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared for

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Herb Venner

Subject: Activities in Project 309 B

The recruitment of students for Project 309 B Homebound is a pertinent operation in the implementation of the program. Dr. Arvin C. Blome, workshop consultant, stressed that proper recruitment procedures are vital to the success of the program. During the workshop all staff members were sent out on practice recruitment runs. This was done to familiarize the staff in proper recruitment methods and to attain confidence in themselves as to this phase of the project.

A list of prospective students, who learned of Project Homebound through the news media, was compiled. These persons were classified into geographic areas, and then contacted by the staff members who were assigned to a specified area. A predesigned application form was used by staff members to gain helpful information for the setting up of Homebound classes.

A second list of potential students also was compiled, the names of these students had been solicited from numerous service agencies throughout the city. This list was classified into geographic areas, and the teaching teams were assigned to their specific area for the recruitment process.

After initial recruitment all student applications were reviewed. After reviewing all applications, students individual folders were made up for each application. Each group of students designated in specific areas was then assigned to the teaching team of that area, and the team leader scheduled his own classes.

Information on each student was then compiled for each team leader. The information was as follows:

1. Complete name of student
2. Address of student
3. Grade level (as indicated on application)
4. Convenient place in which to take instruction (their home, home of others, or both)
5. Days of week most convenient for student to take classes
6. Time student wishes classes to be conducted
7. Area of interest of each student

After all information was compiled and given to the team leaders the administration determined that each team leader organize his own class.

During the weeks from October 5, 1970 to October 30, 1970, the following information was compiled:

Number of students served 97

Number of classes held 132

Number of class hours 331:25

Average number of hours per class 2:04

The number of students presently participating in Homebound education classes is ninety-seven. An increase in enrollment is expected during November and December.

MONTHLY PROGRESS REPORT

November 30, 1970

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared for

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Pat Harstead

Subject: Activities in Project 309 B

November 1, 1970 the Project Director, Project Counselor and Assistant Director of Butte Vo-Tech traveled to Colorado and Wyoming to investigate Adult Education Programs in these states. (Addendum)

The first week in November 103 students were enrolled in Project Homebound. The Project Directors made a follow-up study in mid-November to ascertain that student needs are being adequately met and that each student is being properly taught. Some students were personally interviewed and others contacted by telephone. Student response was highly favorable. Since adults may enroll for instruction at any time during the school year, phase two of student recruitment began November 16, 1970. Student recruitment, newspaper, television and radio publicity are bringing new students daily into the program.

A general breakdown of the first 103 students is as follows: one third are foreign born; one third are members of the predominant Indian and Mexican-American minority groups; and one third are native Butte residents who are school dropouts. It is interesting to note that fifty percent of these first students are not employed or employed only on a part time basis. Nine students are physically handicapped. Our Project Counselor has directed some of these students into other rehabilitation programs. Seventeen students are studying for their U. S. Citizen Examinations as well as studying required subjects.

Instructional content in the program is ABE with emphasis being placed on communication and computation skills. Continuing in-service

training is being given the twelve aides and 30 volunteers by the six certified teachers.

From November 1, 1970 to November 30, 1970 the following information was compiled:

Number of students served	125
Number of classes held	218
Number of class hours	555
Average number of hours per class	2:09

On November 30, 1970, 125 students are enrolled in Project Homebound. An increase in enrollment is expected in December.

ADDENDUM

Butte Vo-Tech staff members Dave Keltz, Jerry Martin and Pat Harstead drove from Butte Sunday morning November 1, 1970. Our aim in making this trip was to investigate similar ABE programs in Colorado and Wyoming and obtain educational materials and lists for our ABE programs at Butte Vo-Tech.

We arrived in Casper, Wyoming Sunday evening and met the next morning, November 2, 1970 at 9:00 a. m. with Mr. Terry Bratten at the Casper Employment Security Commission. Mr. Bratten is in charge of Adult Basic Education at this center. We observed an ABE class in session, talked with two instructors and later met privately with Mr. Bratten. He explained their operation, we explained ours and he gave us a list of materials they use as well as copies of texts.

After lunch we left Casper and arrived in Denver in the evening. At 8:00 a. m. Tuesday morning, November 3, 1970 we met with Roy Minnis in his office at the Federal Building. We were briefed by Dr. Minnis for an hour concerning the various ABE programs in the Denver area. At 9:15 a. m. we left accompanied by Dr. Minnis and shortly arrived at the Denver Area Superintendents Council. This is located in a Denver ghetto area. Dr. Minnis introduced us to the director, Marilyn Rhoads, who explained to us the reason for the council's existence, which is to co-ordinate educational instruction in Denver. She pointed out to us the importance of the family life concept in teaching ABE. This involved instructing ghetto students not only in academic matters but also in social functions. These social functions involved child rearing, human relationships, budgeting, sex education, ethical systems, and leisure activities. The director also explained to us the Area Council's method of in-service training. We later had a question and answer session with her which was both informative and instructive. Before leaving we were given a list of adult educational materials used at this center.

After lunch we drove to St. Elizabeth's School and met with Sister Cecilia, who is the director of the Adult Education Tutorial Program. She explained the purpose of the program which is to provide the opportunity for further study to all members of the community, regardless of color or creed - persons who, as adults, wish to continue their education. She further explained that this program includes not only adult education but also offers classes which prepare students for a high school equivalency diploma. (G. E. D.) She explained to us that she was attempting to restructure the teaching of G. E. D. in Denver and planned on submitting a six year proposal to H. E. W. to this effect.

Later in the afternoon we met with the faculty at the Tutorial Center. We exchanged views; the faculty informing us as to what they are doing and what materials are being used and we explaining Project 309 Homebound in Butte. After this meeting we were taken on a tour of the center and before we left we compiled a list of the most useful materials (both software and hardware) used by the instructors. That evening we returned to the center and observed classed in session. Again we talked with Sister Cecilia and faculty and obtained more useful information.

The next morning Wednesday, November 4, 1970 we drove to the Northside to the Community College of Denver. Here we met with Dr. Dean McDonald, chairman of the Communication Division of the College. He explained what his department was doing in adult education and we explained our ABE programs at the Butte Vo-Tech. Later Dr. McDonald introduced us to Mary Boast and Carmeleta Anson, two ABE instructors at the college who briefed us on their ABE program. We then spent the remainder of the morning with them in their classrooms ascertaining their most useful instructional materials and observing teaching methods. Before leaving these teachers gave us a comprehensive catalog of ABE materials used at Denver Community College.

Having completed lunch at 1:00 p. m. we took the half hour tour of the Denver Mint and then met again with Dr. Minnis at the Adult Education Tutorial Center. He was meeting with the adult education program directors from the Denver Area. We

renewed acquaintances with Carmeleta Anson and Sister Cecilia and met the other directors. We were invited to sit in on the meeting and found it most informative. We then left with Dr. Minnis and toured the Emily Griffin Opportunity School accompanied by Mr. Keith. So many things are happening here that it would entail a longer stay and more background information to comprehend the scope of this school's activities. We then drove to the Denver Metropolitan Youth Educational Center and met with the director, Mr. Byron Grayber. He showed us a one half hour movie explaining the function of this center. After the film we toured the center with the director. This school and its operation made a lasting impression on the three Butte Vo-Tech members.

Thursday, November 5, 1970 we met with Dr. James Kincaid, associate professor of continuing education at Colorado State University. We had driven from Denver to Fort Collins to make this appointment. We had lunch together and interchanged information concerning Colorado and Butte adult education programs. He seemed extremely interested in Project Homebound. Prior to our arrival I had mailed him a Project Homebound description and he had thoroughly examined it. After a two hour luncheon meeting we returned to his office and phoned Dr. Minnis in Denver and discussed our luncheon discussion. Dr. Minnis told us to get ABE philosophy and theory material in particular from Dr. Kincaid. We did this. In particular mention should be made of a new series on ABE "Heuristics of Adult Education" (Five Vols.), published in June 1970 at the University of Colorado. We hope to order this series for the Butte Project Homebound.

Late in the afternoon we drove to Cheyenne and stayed overnight. The next morning Friday, November 6, 1970 we met with Mr. Charles Kline the assistant director of the Cheyenne Community College. We toured the school with him and Dave Keltz accumulated information helpful for use in the Butte Vo-Tech Center. After the tour Mr. Kline introduced us to Dr. Ackerman the director of ABE at the College. We discussed our Butte Program with him and then drove to the Adult

Education Center in down town Cheyenne. We observed classes being taught and talked with the teachers concerning methodology. Two teachers spent considerable time explaining and giving us a list of materials used at this center. Prior to our going to Cheyenne I had phoned Dr. Glen Jensen, chairman of the Department of Education at the University of Wyoming at Laramie. Although we had planned on meeting with him in Laramie he informed me our time would best be spent talking with a Mr. Dick Bunning in Cheyenne. Mr. Bunning has worked in Homebound ABE. We did as requested and obtained a list of materials which he had used.

We left Cheyenne in the early afternoon and drove that day to Sheridan. After sleeping in this city we drove north early the next morning, Saturday, November 7, 1970 and arrived at the Custer Battlefield at 10:00 a. m. We toured the Battlefield until 12:00 noon and then drove to Billings where we ate lunch. From Billings we drove into Butte and arrived in this city at 7:00 p.m.

MONTHLY PROGRESS REPORT

December 31, 1970

PROJECT TO UTILIZE VOLUNTEERS IN

ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared for

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Patrick M. Harstead

Subject: Activities in Project 309 B

December 1, 1970, 125 students were enrolled in Project Homebound. Thirty students were added to the program during the month bringing total enrollment to 155 students on December 31, 1970. This student increment was due not only to student recruitment but also news media publicity.

A concerted effort was made in December to group students into neighborhood classes. Some classes have been functioning since October 5, 1970 when instruction began. During December new classes were established in the Neighborhood Center, the Y. M. C. A., The First Christian Church, and a private home.

Christmas vacation and student class cancellations in late December resulted in a decline in class hours taught. (See Graph Addendum) Extra time afforded staff through these class cancellations was utilized in new student recruitment. Saturation student recruitment in the Model Neighborhood Area began in December and will be intensified in January.

Continuing in-service training in ABE Methodology and instruction is being given the twelve teachers aides and some volunteers. The six certified teachers conduct daily classes from 10:00 a. m. to 12:00 noon. Each teacher instructs in his particular field one session per week. Instruction is basically in communication and computation skills specifically Reading, Writing and Speaking English, Mathematics, Social Science and teaching techniques. This is being done in order to reinforce both teacher aides and volunteers as teachers.

In order to insure the success of Project Homebound, and strengthen the program, the six certified teachers will go from part time to full time

instruction, as of January 1, 1971. Dr. Roy Minnis, ABE Regional Programs Director was consulted regarding this change and it was made within the budget line item. It would be well to mention that the six teachers since the inception of program have performed yeoman service, working full time for part time pay.

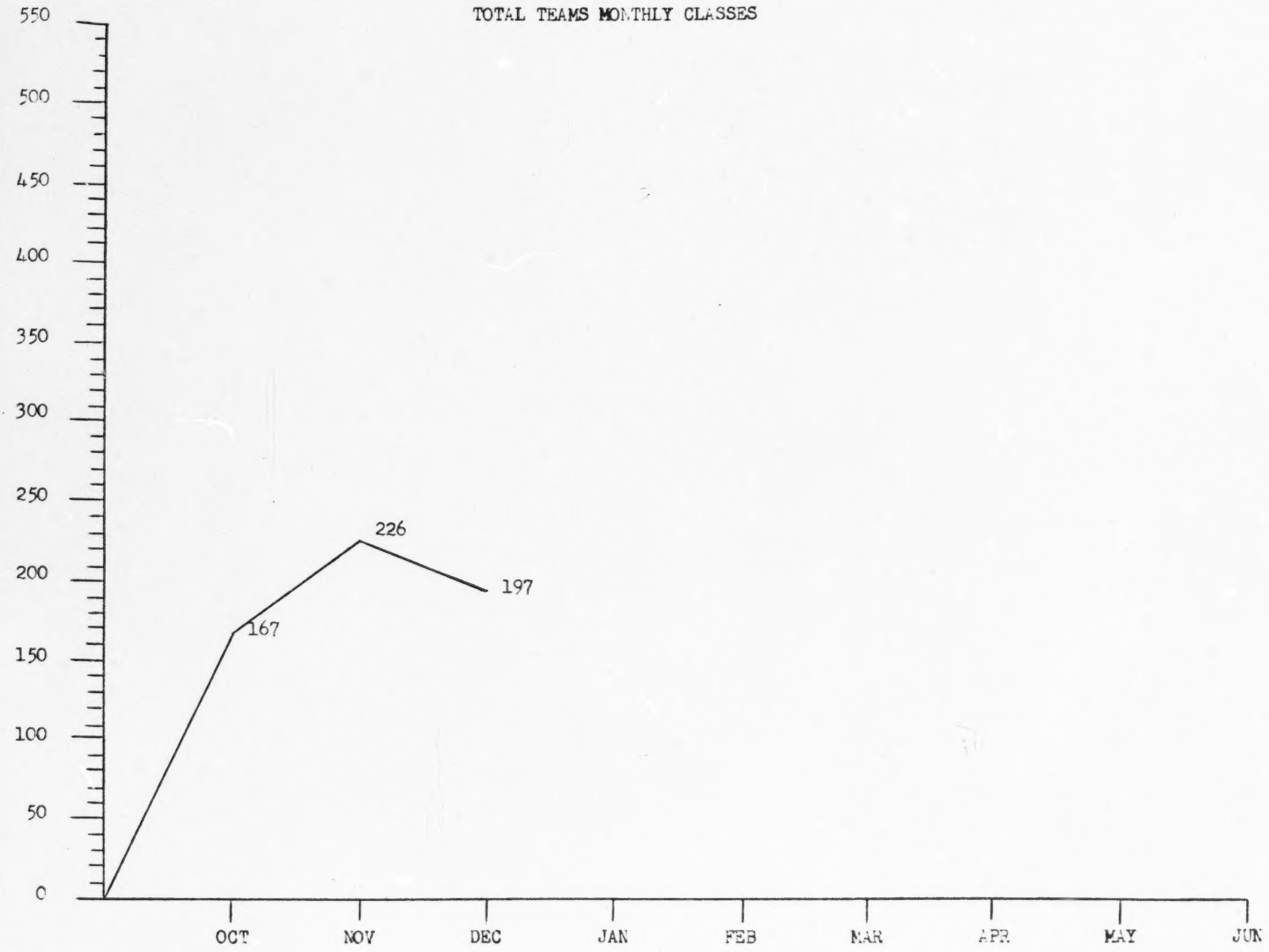
From December 1, 1970 to December 31, 1970, the following Project Homebound activity was recorded:

Number of students served	155
Number of classes held	197
Number of class hours	524
Average number of hours per class	2:39

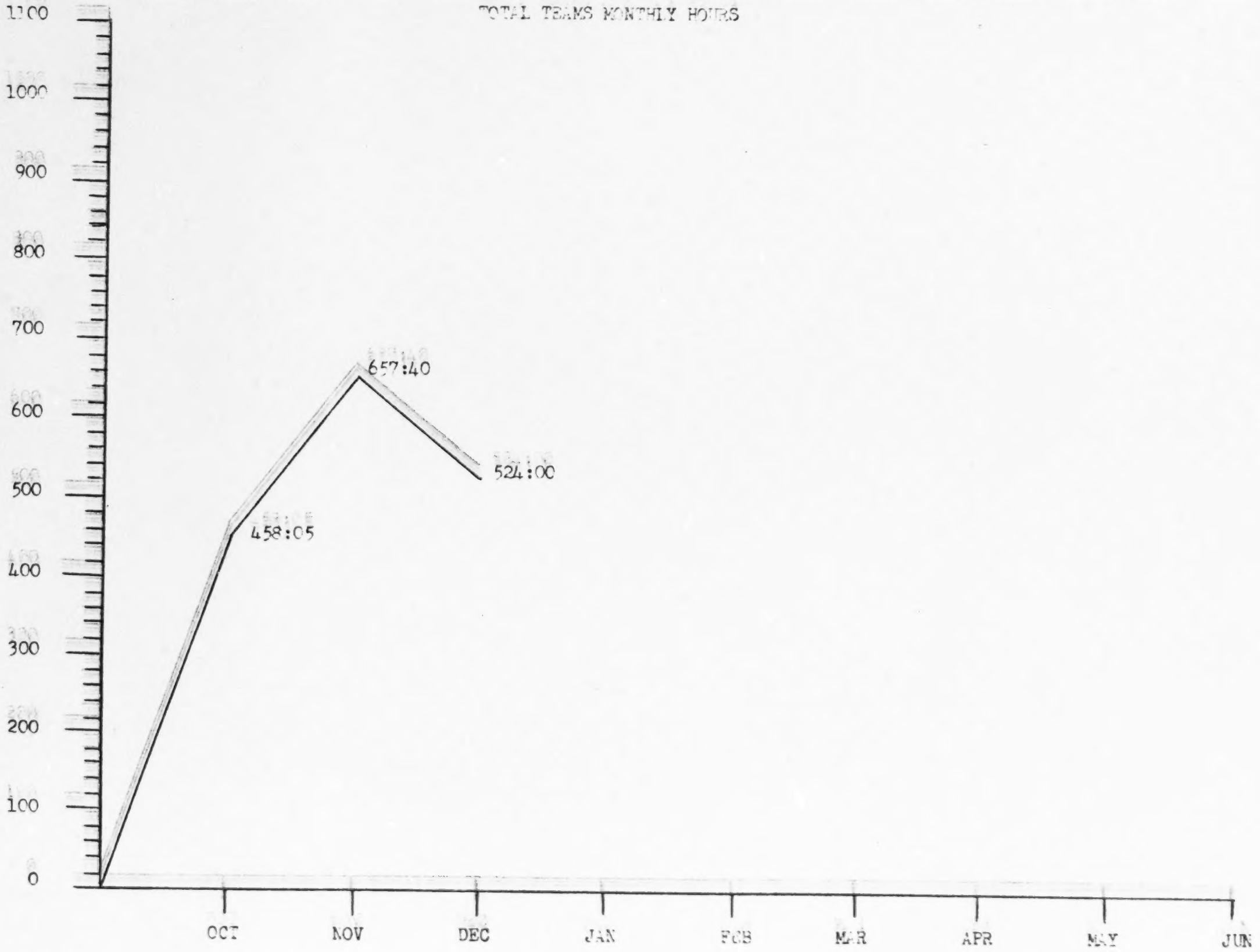
On December 31, 1970, 155 students are enrolled in Project Homebound. It is hoped that student recruitment in January will project this figure to 200 students.

ADDENDUM

GRAPHS


TOTAL TEAMS MONTHLY CLASSES
550
500
450
400
350
300
250
200
150
100
50
0
226
197
167
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN

TOTAL TEAMS MONTHLY HOURS



ADDENDUM TWO

PUBLICITY

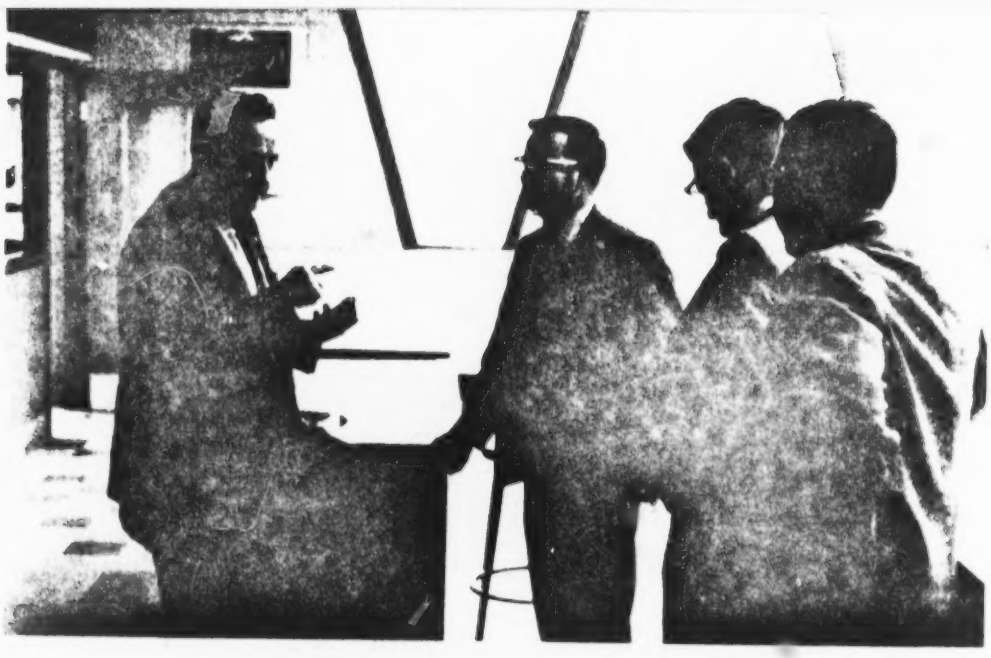
MRS. MARY PETERS (left) teaches Mrs. Carmen Acuna English at Mrs. Acuna's home, 1203 Silver Bow Homes. Mrs. Acuna came to the United States from Chile one year ago when her husband Arnoldo, entered Montana Tech. Mrs. Acuna is enrolled in Project Homebound as well as at Vo-Tech. The Acunas have two children Diana and Ronald. (Staff Photo by Rick Foote)

HOMEBOUND ENROLLS 100

Project Homebound, a federally funded project, the first of its kind in the United States, is now in operation in Butte, Montana. Over 100 adults are now students in the program. The program was originated by staff members of Model Cities and Vo-Tech. It is designed to send teaching into the homes and neighborhood centers of Butte adults.

Courses being taught are reading, writing, speaking English, basic mathematics, and advanced courses leading to G.E.D. high school completion. These courses are open to all adults without restriction and are tuition free. Students may enter the program at any time.

Persons interested in taking Adult Education should call the Vo-Tech Center at 723-3960.



Homebound assisting 100 here

About 100 Butte residents recently welcomed contingent of six teachers, 12 teacher aides and about 30 volunteers into their homes.

The teachers are working on Project Homebound, which sends teachers into homes to teach basic English, reading and writing skills.

The program directed by Pat Harstead, is funded by a federal grant of $151,000. The project was developed by staff members at Model City and Vo-Tech and is possibly the only one of its kind in the United States.

To prepare persons to teach in homes, a two-week in-training session was conducted in Butte for the teaching personnel.

The program accepts voluntary students who are charged no tuition. Classes are conducted in homes, neighborhood centers and offers courses leading to GED high school completion for adults.

Persons interested in participating in Project Homebound may call the Butte Vo-Tech Center at 723-3960.

Residents invited to join in home education program

The federally funded Homeward Bound education program is now taking applications from Butte citizens who wish to praticipate in the program.

Basically designed to send teachers into persons' homes to teach basic education, the program will also feature a special senior citizens program.

Although the program is administered through School District 1 and the Butte Vo-Tech center, the projects offices are in the old Boys Central High School.

Courses will include reading, writing and speaking English, mathematics and those courses leading to G E D high school completion.

Senior citizens interested in taking courses one or two nights a week should call the Senior Citizens center in the YMCA at 792-4108.

Other citizens interested in taking home or neighborhood instruction should call 723-3960.

All courses offered under this program are free of charge to anyone participating.

NOTICIA

SI LE GUSTARIA APRENDER A HABLAR, LEER Y ESCRIBIR INGLES Y ESTUDIAR ARETMETICA Y GRAMATICA AQUI ESTA SU OPORTUNIDAD. EL PROJECTO HOMEBOUND DEL BUTTE VO-TECH CENTER OFRECE LA OPORTUNIDAD DE APRENDER EN SU PROPIA HOGAR. LOS CLASES PUEDEN SER CUANDO UD. LE GUSTARIA EN LA TARDE O EN LA NOCHE. TODO ESTA ABIERTO AL PUBLICO Y TODO LO QUE UD. NECESITA ES GRATIS. TAMBIEN PUEDEN OBTENER CLASES PARA PASAR EL EXAMEN DE LA ESCUELA SECONDARIA. SI UD. LE INTERESA LLAMAR A LA ESCUELA BUTTE VO-TECH A ESTE NUMERO - 723-3960.

STUDY ADULT BASIC EDUCATION IN YOUR HOME OR NEIGHBORHOOD THROUGH BUTTE VO-TECH CENTER'S PROJECT HOMEBOUND. INSTRUCTION AND BOOKS ARE FREE. COURSES BEING TAUGHT ARE READING, WRITING, AND SPEAKING ENGLISH, MATHEMATICS, SCIENCE AND THOSE LEADING TO G. E. D. HIGH SCHOOL COMPLETION. YOU MAY ENROLL AT ANY TIME FOR AFTERNOON OR EVENING SESSIONS. PHONE THE BUTTE VO-TECH CENTER: 723-3960.

Tutoring is reestablished

Project Homebound will re-establish tutoring for all people interested in obtaining their high school certificates at the Neighborhood Center facilities, 41 E. Woolman.

Tutoring was previously held at the Center, and was sponsored by the Butte Silver Bow Anti-poverty Council. These services were deferred to the Butte Vo-Tech School when it opened. Later, the classes were transferred to Project Homebound. Now, the tutoring classes will be given again to the Neighborhood Center.

The cooperative efforts of Project Homebound and the Neighborhood Center will offer general education develop-ment serice daily, Monday through Friday from 7 p.m. to 9 p.m. and forenoons and afternoons by appointment, in the Neighborhood Center conference room.

Anyone who does not have their high school diploma is eligible for the teacher service to prepare them for taking the general education development test at Montana Tech. The only stipulation is that they must be at least 19 years old. Books and materials are provided by the project.

Eugenea Saari and Chralene Ramey will be the instructors.

Neighborhood Center assisted scores of people in securing their equivalency certificates in the past, and now, with the use of Project Homebound teachers and aides, they will again assist in making this program more available to the public.

Those who cannot attend the Neighborhood Center class room may arrange assistance in their homes by calling 723-3960. For further information about the Center Services, call Neighbohood Center, 792-4505.

ATTENTION!

Butte Residents
TAKE
ADULT BASIC EDUCATION

In Your Home or Neighborhood
PHONE BUTTE VO-TECH

Project Homebound — 723-3960 for information.

This program is open to all over 16, afternoons or evenings, without restriction and is free.

QUARTERLY PROGRESS REPORT

Third Quarter

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Butte Vo-Tech Center

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Pete Reiser

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Mr. Pete Reiser

From: Mr. Pat Harstead

Subject: Project 309 B Homebound Third Quarter Progress Report

Butte Vocational-Technical Center's Project Homebound (309 B) progress for the third quarter (January, February, March) showed a substantial increase in student enrollment. A January 1, 1971, enrollment of 155 students increased to 306 students on March 31, 1971. Student increment was due to recruitment by the teacher aides, radio and television announcements, and word of mouth publicity. Statistical information on 306 students was completed April 5, 1971; on this date Project Homebound instruction had been operational six months. Individual student classifications, transitions, and accomplishments are recorded in this information (addendum).

In the United States Adult Basic Education classes reach less than five percent of the people who need them. Preliminary surveys of need in Butte, Montana, approximated this figure. Within six months over 300 students have enrolled in Project Homebound. Most of these students had abandoned formal education or had received none at all. Only because of this Project's efforts to solicit and teach them have they renewed or acquired their interest in education. Project Homebound rests on a simple axiom: If the urban person in need of education cannot or will not come to Adult Basic Education classes, the educator must go to him.

Success in student enrollment has been due to the dedication of Project Homebound staff, volunteer teachers, and the co-operation of

local agencies. The following organizations have supported us: Model City, Butte School District #1, The North American Indian Alliance, Senior Citizens, The State Employment Office, The City of Butte, The Y. M. C. A., The Office of Economic Opportunity, The U. S. Armed Forces, The Chamber of Commerce, Montana State Department of Public Instruction, local service clubs, The State Welfare Office and various churches in Butte.

Minority groups (American Indian, Mexican-American, and Oriental) never before reached in this community in regular Adult Basic Education Programs are now participating as students, volunteers, and teachers. Project Homebound is trying to give these minority group people social equality through relevant education and thus make them truly competitive in the labor market. Six months experience has revealed this can best be achieved by teaching them computational and communicational coping skills needed for life. The skills may be the same but the materials will differ depending on the educational needs of the person, the time he has available for instruction, and his ability to get along with others.

Natural sequence has structured Project Homebound in three phases. Phase I is the enrollment and individual home instruction of students. Phase II is grouping and advancing these students into homes, neighborhood centers, and regular classrooms. Phase III is initiating eventual volunteer take-over. During this quarter Phase II, student grouping and advancement (the feeder aspect), has been implemented. Three certified teachers are now conducting daily classes at neighborhood centers. Each teacher is assisted by an aide. It is hoped that

as these classes progress, volunteers will move in to assume the teaching role.

The basic aim of this program to utilize volunteers as teachers is working only to a degree. The recruitment and retention of competent volunteer teachers was given number one priority in Project Homebound. However, many volunteers who had attended the teacher training workshop last September lacked the perseverance requisite for ABE instructors and withdrew from the program. Other volunteers proved to be incompetent and unreliable and were replaced. This has necessitated a continuing quest for dedicated and capable volunteers. The problem of the volunteer teacher was somewhat circumvented by enlisting the aid of certified volunteer teachers, both lay and religious, as well as business and professional people to fill the gap. Perhaps.research in the psychology of volunteerism with some system of reward will alleviate the problem.

The strengths developed in Project Homebound to date are:

1. It has the support of the community.
2. The feasibility of home instruction has been demonstrated statistically by student enrollment and retention.
3. A core of volunteer teachers has been formed.
4. Minority groups are participating.
5. Home instruction can be used as an ice-breaker with apprehensive students to later introduce them to advanced classes.
6. Twelve teacher aides have received two hour daily in-service training in ABE instruction.
7. These twelve teacher aides have been teaching ABE students and through on-the-job training have acquired confidence and skill as teachers.

As Project Homebound progresses these strengths are being utilized to recruit and retain students in our program. As students are advanced into neighborhood centers, our staff is convinced that new approaches in appealing to ABE students and delivering the core curriculum of an ABE program must replace the traditional educational methods.

The permanent Project Homebound Advisory Committee met twice in this third quarter and teacher, aide, and volunteer permanent guidelines were established. On March 31, 1971, an accurate and current file on all Project Homebound students is operational. Student progress, as well as dropouts and transfers, has been recorded in Project statistics. Resource material, together with innovative teaching techniques, and a flow chart evaluating and showing the "How" of how Project Homebound may be replicated in other American cities will be included in the final report.

ADDENDUM

DROP-OUTS AND ACCOMPLISHMENTS

DROP-OUTS

	Students	Percent
Never attended class	12	4.0%
Lack of interest	26	8.0%
Moved from city	14	5.0%
Family problems	3	1.0%
Sickness in family	2	.6%
Eloped	2	.6%
Dropped because of work	5	1.8%
	64	21.0%

ACCOMPLISHMENTS (Terminated program)

	Students	Percent
Entered MDTA Training (Basic)	12	3.8%
Entered Butte Business College	1	.3%
Entered Butte Vo-Tech School	8	2.6%
Passed General Education Development test	13	4.3%
Entered in Butte High School	1	.3%
Entered into College	2	.7%
Attained gainful employment	11	3.7%
Completed program	1	.3%
	49	16.0%

ACCOMPLISHMENTS (Remaining in program)

	Students	Percent
Moved from individual instruction to group	33	11.0%
Registered to vote	10	3.0%
Passed Driver Examination (written)	9	3.0%
Passed Government test (GED)	23	8.0%
Passed Naturalization test	8	2.6%
Entered Nurses Aide Training	2	.7%
Students who intend to take GED	128	41.0%

Note: Percent based on 306 students

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	60 Over	Total	Percent
N/A	6			4			1	11	4.0%
0			1	2	1	1	2	7	2.3%
1									
2			2		1			3	1.0%
3			2	3	1		1	7	2.3%
4				3	3	1		7	2.3%
5				2				2	1.0%
6		2	4	3	3		3	15	5.0%
7	1	2	8	3	5	1	1	21	7.0%
8		9	25	12	15	12	1	74	24.0%
9	1	7	13	10	4	3		38	12.0%
10	1	21	19	17	3	2	1	64	21.0%
11		13	16	5	3	1		38	12.0%
12		1	6	9	1	2		19	6.1%
Total	9	55	96	73	40	23	10	306	
Percent	3%	18%	31%	25%	13%	7%	3%		100%

PROJECT HOMEBOUND

Age Group

	N/A	Under 19	20-29	30-39	40-49	50-59	60-Over
Students	9	55	96	73	40	23	10
Percent	3%	18%	31%	25%	13%	7%	3%

Grade Level

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	11	7	0	3	7	7	2	15	21	74	38	64	38	19
Percent	4%	2%	0%	1%	2%	2%	1%	5%	7%	24%	12%	21%	12%	7%

Area

	Model Neighborhood Area	Non-Model Neighborhood Area
Students	190	116
Percent	62%	38%

Active Students

Students	117	76
Percent	38%	25%

Drop-Outs - Accomplishments

Students	73	40
Percent	24%	13%

Birthplace

	N/A	Butte	Montana	Non-Montana	Foreign
Students	29	88	44	87	58
Percent	9%	29%	14%	29%	19%

Sex

	Male	Female
Students	107	199
Percent	35%	65%

Active Students

Students	69	124
Percent	23%	40%

Drop-Outs and Accomplishments

Students	38	75
Percent	12%	25%

Welfare Students

Students	22
Percent	7%

Minority Groups

	Mexican-American	American Indians	Spanish-American
Students	32	19	11
Percent	10%	6%	4%

Instruction and Classes

	Hours	Classes
October	458:05	167
November	657:40	226
December	524:00	197
January	1038:15	370
February	1354:00	490
March	1877:25	588
	5909:25	2038

Recruitment of Students

	Students	Percent
Teacher aide recruitment	129	42%
Newspapers	44	14%
Radio	15	5%
Television	24	8%
Posters	11	4%
Students	54	18%
Service Agencies	29	9%
	306	100%

EVALUATION

The following sheets evaluate the progress of students who have entered into Adult Basic Education under Project Homebound.

The list was compiled by teachers, teachers aides, and volunteers who have observed progress in the following areas.

All percentages are based on the total number of students who have enrolled in the program (306).

BASIC MATH SKILLS

	Students	Percent
Opened checking account	4	1%
Family budget planning	13	4%
Opened savings account	4	1%
Banking dkills	5	2%
Knowledge of measures and weights	63	20%
General Mathematics improvement	99	32%

BASIC READING SKILLS

Use of dictionary	57	19%
Use of newspaper regularly	32	10%
Use of Public Library	23	8%
Basic reading improvement	137	45%
Use of reference materials in home not previously used	69	23%

BASIC COMMUNICATION SKILLS

Conversation improvement	73	24%
Writing improvement	71	23%
Proper use of telephone	12	4%
Writing recipes and personal notes	24	8%
Pronunciation and composition	61	20%
English as a second language	49	16%

SOCIO-ECONOMIC DEVELOPMENT

Understand childrens scholastic problems	38	12%
Overcome fear of solving personal problems	39	13%
Willingness to accept responsibility	72	24%
Change of attitude, neatness and interest	39	13%
Student's interest in politics and elections	53	17%
Finding sense of belonging with teacher	35	11%
Cultural exchange	37	12%
Consumer awareness	32	10%
Acceptance of instructor	144	47%
Self confidence built through proven success	104	34%
Change in personal health habits	9	3%

MONTHLY PROGRESS REPORT

January 29, 1971

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared for

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Patrick M. Harstead

Subject: Activities in Project 309 B

A most significant increase in student enrollment was recorded during the month of January. On January 1. 1971, 155 students were enrolled in Project Homebound. Fifty-three students were added to the program during the month bringing total enrollment to 208 students on January 31, 1971. Student increment was due to intensive student recruitment, news media publicity, and word of mouth dissemination of the project by the people of Butte, Montana.

Comprehensive statistical information on 196 Project Homebound students was completed the last week of January. (Addendum One) This information was a compilation of information gathered monthly since classes first began October 5, 1970.

Implementation of Project Homebound national publicity began in January and will be completed by mid February. Teacher, aide, and volunteer permanent guidelines for the project were established in January. (Addendum Two) Daily two hours in-service training for the aides and some volunteers is continuing. This training has been extremely beneficial in reinforcing both aide and volunteer teaching skills. Because of the large influx of new students it has been necessary to reschedule both teachers and aides. Two certified teachers are now conducting classes at recently established neighborhood centers; each teacher is being assisted by an aide. As these classes progress, volunteers will move in to assume the teaching role.

In January groundwork was laid for a new Butte Senior Citizen ABE bi-weekly class which will begin on February 8, 1971. Advance publicity for

this class has been prepared and dispersed throughout Butte. In teaching this class Project Homebound is co-operating not only with the Butte Senior Citizens but also the Butte Jr. League, the U. S. Armed Forces, and other local agencies who will provide guest lecturers for various classes.

The support of the Butte Citizenry has been remarkable. It might be noteworthy to mention that Butte clergymen have preached the efficacy of Project Homebound from their pulpits at Sunday services. Also we have been given gratis publicity in the local newspapers and on television. Butte Model City has assisted Homebound continuously since the project's inception. The Anaconda Company, Butte's largest industry, has prepared company posters displaying a photograph of a student and teacher with narrative explaining the function of Project Homebound. This poster has been placed in all company installations in Butte, Montana. A continuous advertisement for Homebound is scanned each minute on the Butte T. V. weather channel. A permanent Project Homebound Advisory Committee, which replaced the temporary committee was organized and met January 28, 1971, for the first time. (Addendum Three) A concerted effort is continuing to recruit competent volunteer teachers.

Since the start of Project Homebound an accurate student file system has been operational. Information on each student is entered in an index card filing system. A day by day accounting is kept of the exact number of students.

Each student's application is also filed in duplicate alphabetically according to team in our cabinet file system. The application lists all pertinent information on each student. Another file lists the student's subjects, class hours taught, progress, class cancellations and dropouts. A running list of student dropouts and transfers is also on file. Our

dropout rate is negligible. Most dropouts have moved from Butte and others have transferred to the Butte Vocational Technical Center as regular ABE evening students.

Weekly charts for aides and volunteers are also kept so that at anytime the administration knows what student is being taught at what time, and by whom. The teachers and aides also have their own resource files and are compiling materials in a co-operative venture that will facilitate each teacher, aide, and volunteer in teaching.

On January 25, 1971, Dr. Arvin Blome, Montana State University, Project Homebound Consultant, spent the entire day advising staff. He was most informative at our morning in-service training session and in the afternoon he visited and observed Homebound students being instructed in various Butte homes. His counsel has been most helpful.

From January 1, to January 31, 1971, the following Project Homebound activity was recorded:

Number of students served	208
Number of classes held	370
Number of class hours	1038:15
Average number of hours per class	2:48

On January 29, 1971, 208 students are enrolled in Project Homebound.

ADDENDUM ONE

STATISTICS

PROJECT HOMEBOUND

Age Group

	N/A	Under 19	20-29	30-39	40-49	50-59	60 Over
Students	13	28	55	52	24	15	9
Percent	7%	14%	28%	27%	12%	8%	4%

Grade Level

	N/A	0	1	2	3	4	5	6	7	8	9	10	11	12
Students	13	7	0	3	5	6	2	10	15	43	22	25	23	12
Percent	7%	4%	0%	1%	2%	3%	1%	5%	8%	22%	11%	18%	12%	6%

Curriculum

	Gen. Ed. Development		Adult Basic Education	
Student	87		109	
Percent	44%		56	56%

Area

	Model Neighborhood Area	Non-Model Neighborhood Area
Students	132	64
Percent	67%	33%

Sex

	Male	Female
Students	58	138
Percent	30%	70%

Birthplace

	N/A	Butte	Montana	Non-Montana	Foreign
Students	14	52	29	53	48
Percent	7%	27%	14%	28%	24%

AGE

Grade	N/A	Under 19	20-29	30-39	40-49	50-59	60 Over	Total	Percent
N/A	8			4			1	13	7%
0				2	1	1	2	7	4%
1								0	0%
2			2		1			3	1%
3			1	3			1	5	2%
4				3	2	1		6	3%
5				2				2	1%
6			2	3	2		3	10	8%
7	1	1	7	2	3		1	15	8%
8		6	13	6	8	9	1	43	22%
9	1	5	7	7	2			22	11%
10	3	9	10	9	3	1		35	18%
11		7	9	4	2	1		23	12%
12			4	7		1		12	6%
Total	13	28	55	52	24	15	9	196	
Percent	7%	14%	28%	27%	12%	8%	4%		100%

ADDENDUM TWO

GUIDELINES

PROJECT HOMEBOUND GUIDELINES

1. Team teachers and aides report for in-service training week days from 10:00 a. m. until 12:00 noon, and Mondays from 3:30 - 4:30 p. m. unless they are teaching.

2. The teacher, as team leader, assists the aides and volunteers as needed.

3. Teachers and aides design the material to be used.

4. The teacher aides recruit students and prepare and teach the material devised by the teacher.

5. The volunteer teacher conducts a class in a private home one night a week with a teacher as support.

6. Continuing in-service training is given both aides and volunteers by teachers and consultants.

7. The team teacher is responsible for contacting and implementing all new students.

8. The team teacher reinforces and evaluates the aides and volunteers.

9. The team teacher reports student additions and deletions to Assistant Director as soon as is possible. (Student change of address, inactive students)

10. Each Monday the team teacher submits a time report to the Assistant Director for the preceding weeks activities.

11. The team teacher is responsible for progress and evaluation of students.

12. The team teacher reports aides and volunteers sick or absent to the Assistant Director as soon as is possible.

13. The aides report directly to their team teacher their class hours, cancellation of classes, and any sickness or absenteeism.

14. Aides keep a resume on each student's progress as does the volunteer.

15. Aides will teach a maximum of four hours each weekday. No class shall exceed two hours.

16. Teachers should attempt to meet with aides daily, or contact them by phone.

17. Aides will do the typing for their own team teacher.

18. Never under any circumstances cop out on a student. Some member of the teaching team will cover for illness or absence.

ADDENDUM THREE

ADVISORY COMMITTEE

ADVISORY COMMITTEE MEMBERS

Dave Keltz, Assistant Director, Butte Vo-Tech Center

Bill Milligan, City of Butte

Clayton Garner, Director, Montana State Employment Service

Joe Schara, Counselor, Montana State Employment Service

Al Guay, Social Worker, Neighborhood Center

Tim Shea, Vice-President, Miners Bank

Delores Barsanti, President, A. I. D.

Rita Conavad, Model City Demonstration Agency

Jim Carden, Personnel Director, Anaconda Company

Ozzie Williamson, Director, N. A. I. A.

Maurice Anderson, President, A. C. T.

MONTHLY PROGRESS REPORT

February 26, 1971

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte Vo-Tech Center

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Robert E. Marshall

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Robert E. Marshall

From: Patrick M. Harstead

Subject: Activities in Project 309 B

On February 1, 1971, 208 students were enrolled in Project Homebound. Fifty-one students were added to the program during the month, bringing total enrollment to 260 students on February 26, 1971.

Project Homebound is structured in three phases. Phase I is the enrollment and individual home instruction of students. Phase II is grouping and advancing these students into homes, neighborhood centers, and regular classrooms. Phase III is initiating eventual volunteer take over. Tutorial instruction in the home, (Phase I), removes the initial fear and embarrassment so many adults experience in the classroom. When the apprehensive adult student establishes rapport with his home instructor on a one to one basis, the student gains confidence in himself and his abilities. This newly acquired confidence lessens his fear, stimulates his desire for knowledge, and in many instances enables the student to advance to group instruction. (Phase II)

In February many students were taken from individual home instruction and fed into home groups, neighborhood centers, and regular classrooms. This feeder aspect of Project Homebound is now being implemented. (Addendum)

Plans were made in February for a State Department of Public Instruction Workshop to be held in Butte on March 6, 1971. This ABE Workshop is under the auspices of the supervisor of ABE for Montana, Mr. Brent Poulton, and will involve ABE programs in Butte and Missoula, Montana. All Project Homebound staff members will participate.

Project Homebound is continuing co-operation with the various agencies in the community -- religious, health, social welfare, youth groups, senior citizens, military, and others dealing in human problems -- to help meet the needs of the community. Many of these agencies have provided volunteers as teachers.

Foreign born and native disadvantaged adults, never before academically provided for in Butte, Montana, are greatly benefitted through Project Homebound. This federal program has sought out and assisted these individuals toward better education. They in return have become more cognizant of and more involved in the workings of their government.

In February minority group teachers, aides, and volunteers were utilized to further expand the involvement of minority group students in Project Homebound; and consequently, to feed these minority group students into neighborhood centers. Plans are underway to differentiate methods, procedures, and processes to meet the needs of minority groups. Different methods will be used for different cultures -- American Indian, Mexican-American, Oriental, etc.

On February 25, 1971, Dr. Roy Minnis, Regional ABE Programs Director, was in Butte. He spent the day consulting with Project Homebound staff members.

From February 1, to February 28, 1971, the following Project Homebound activity was recorded:

Number of students served	260
Number of classes held	471
Number of class hours	1084:00
Average number of hours per class	2:18

On February 26, 1971, 260 students were enrolled in Project Homebound.

ADDENDUM

Project Homebound has reached into the home of individuals who have never before been contacted. Our experience has shown that taking instruction into a student's home removes a psychological barrier which has been blocking this persons self-confidence, and hiding his potentialities and capabilities. It has been proven by our first five months of operation, that the removal of this psychological barrier is possible. After the initial contact of a student and a number of home classes, the individual can remove this barrier and instill confidence in himself. By instilling this confidence the learning process becomes a motivational factor rather than a barrier. After removal of this barrier the individual elevates his educational goals beyond the basic stage. This has been proven:

1. One student's entry into Butte High School to complete his high school requirements.
2. Eight students have enrolled in the Butte Vo-Tech Center.
3. Twenty-seven students have entered into secondary training in Project Homebound neighborhood centers.
4. One student enrolled in Butte Business College.
5. Two students have become naturalized citizens
6. Six students have passed the General Education Development Test.
7. Five students have entered into Manpower Development Training programs.
8. Six students have registered to vote.
9. One student has passed written examinations for Montana Drivers permit.
10. Two students have attained gainful employment.

MONTHLY PROGRESS REPORT

March 31, 1971

PROJECT TO UTILIZE VOLUNTEERS IN

ELIMINATING ADULT ILLITERACY

Butte Vo-Tech Center

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Pete Reiser

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Mr. Pete Reiser

From: Pat Harstead

Subject: Activities in 309 - B

March 1, 1971, 260 students were enrolled in Project Homebound. During the month forty-six students entered the program, bringing total enrollment to 306 students on March 31, 1971.

Mr. Brent Poulton, Montana State ABE supervisor, conducted a workshop for Butte and Missoula Adult Basic Education instructors at the Butte Vocational-Technical Center on March 6, 1971. Over forty ABE administrators and teachers participated including Project Homebound staff.

Basic and secondary classes are continuing at three neighborhood centers. Instructors at two centers noted a decline in student attendance during March. A common student complaint is that center instruction is too conventional. Some of our teachers believe that to appeal to their students and retain them in these centers the traditional methods of instruction must be re-evaluated. Staff meetings are being held to develop new approaches in curricula at these centers. A general consensus of teacher opinion proposes to take cognizance of the interests, preferences and experiences of the students who attend class.

Evaluation procedures for measuring individual student achievement were further developed in March to show accomplishments in computation and communication skills. These procedures are included in the third Quarterly Progress Report. Students were asked to write a letter

explaining if and how they had benefited from this program as additional criteria.

The permanent Project Homebound Advisory Committee met on March 24, 1971, and reviewed project progress since last autumn. An American Indian teacher explained to the committee the outreach and personal contact work being done by Homebound volunteers, aides and students within the North American Indian Alliance.

On March 25, 1971, a local television station donated time to Project Homebound. The Assistant Director of the Butte Vocational-Technical Center, the Project Director and a team teacher explained the project's operation in this community.

From March 1, to March 31, 1971, the following Project Homebound activity was recorded:

Number of students enrolled	306
Number of classes held	588
Number of class hours	1877:25
Average number of hours per class	3:12

On March 31, 1971, 306 students were enrolled in Project Homebound.

SUMMARY OF THE ADULT EDUCATION WORKSHOP
HELD IN BUTTE, MONTANA
MARCH 6, 1971

The following people were in attendance:

Georgia Becky - Butte
Dulcie Allen - Butte
Pat Thompson - Butte
Mary Madlena - Butte
Jean LeDoux - Anaconda
Mayme Harrigin - Butte
Clela Sullivan - Butte
Alberta Rowe - Butte
Marsha Friesen - Butte
Terry Byrne - Butte
Vernetta Kommers - Butte
Junie Maloney - Butte
Jean Lind - Butte
Carlin Good - Butte
Charlene Ramey - Butte
Eugenia Saari - Butte
Orville Brain - Butte
Warren Means - Butte
Bill Shovlin - Butte
Perc. Craddock - Butte
Bob Holman - Butte
Chuck Langley - Missoula
Quentin Schwartz - Missoula
Scot Crawford - Missoula
Ella Engel - Missoula
Dr. R. Roberts - Missoula
Herb Venner - Butte
John Jaksha - Deer Lodge
Al Guay, Jr. - Butte
Jim Connolly - Butte
Pat Hayes - Butte
James R. Courtney - Butte
Joe Pozega - Missoula
Ross Richardson - Butte
Dave Keltz - Butte
Pat Harstead - Butte
Annette Sullivan - Butte
Sue Mielke - Missoula
Brent Poulton - Helena
Chris Monahan - Butte
Jim Graham - Butte
Larry Preston - Butte

The individual groups discussed problems as follows and offered suggestions:

Structuring program for young people

1. There is a real need for developing ABE programs relevant to people between the ages of 16 and 21.

2. Many young people seem to think the school system is full of propaganda-on both political and social issues; this creates frustrations that bring about the high school dropout.

3. These young people need to be encouraged from the very beginning to find a personal meaning and a useful purpose in life.

4. Since the individual dropped out of a structured situation, he will be looking to something a little different.

a. Some type of young adult group could be formed - on a social level that can easily be adapted into an academic level.

b. This socio-academic situation must be on their level.

5. These young people need insight, motivation, encouragement and must feel they are important in themselves.

6. The learning situation must be such that they feel the end results of the program are worth working for.

Lowering age limit for GED

1. Present age requirement is 19.

2. It was recommended by all groups that an individual be allowed to take the GED exam following graduation of their high school class.

3. It was suggested that individuals be allowed to take the test before their class graduates upon recommendations from school administrators and teachers.

How to evaluate the basic student

1. Program counselors should have the ability and opportunity to make a preliminary evaluation through interviews with students and later with the teachers that come in contact with the students.

2. Observation logs could be kept by the teachers which could be used in an over-all review.

Recruitment of students

1. TV and radio spots and newspapers should be used to reach the largest number of people in a relatively short period of time.

2. Newsletters and brochures could be developed to stimulate interest.

3. Door to door bush-beating should also be applied as personal contact is more effective and will reach people that do not have other media available to them.

Development of the professional organization

1. The Montana ABE Association should be developed into a functional, active organization.

2. A brochure should be developed to explain the organization and stir interest and doing this acquire members.

3. An active membership list should be maintained and membership cards issued.

4. Each local group could act as a sounding board for their project and furnish opinions on state and federal actions which could be compiled into a functional, effective monthly mailout.

5. An active organization could greatly improve the image of the program.

Determination of learning deficiencies and diagnosing learning disabilities

1. This can best be accomplished by testing of the individual.

2. Teaching materials can be selected according to results of testing.

Involvement in personal affairs

1. Involvement should be such that it will expediate the achievement of the student's goals.

2. If personal problems become such that academics are obstructed, referral should be made to another individual, perhaps a counselor, that can help and is less involved in the given situation.

Communication

1. It is recommended that a study be made of required skills and occupations available that students can aim for.

2. Observation, coordination and implementation of recommendations between existing ABE programs should be established.

Multi-agency programming and coordination

1. With funding in its present situation, it seems necessary to start exploring local communities for agencies that could help with funding.

Enlistment and retention of qualified volunteers - qualified teacher aides

1. An effective pre-service and in-service training program should be established.

2. Variations of subjects require a certain amount of specialization which involves coordination of these specialized efforts between teachers, aides and volunteers.

3. Volunteers need an incentive such as advancement to aide status and pay after one year of service.

Specific requests directed to the ABE Supervisor by the Butte Workshop

1. Investigate the possibility of developing a teacher aide training institute for ABE personnel.
2. Investigate the necessary steps needed to be taken in order to modify GEDT procedures.
3. Assisting the Montana Adult Education Association by including MAEA information in regular correspondence from this office.
4. Investigate the possibility of organizing an adult education planning seminar. Such a seminar would be used to develop long-range goals for adult education in Montana.

QUARTERLY PROGRESS REPORT

Fourth Quarter

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Butte Vo-Tech Center

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Dr. Pete Reiser

Education Program Assistant

Prepared by

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Dr. Pete Reiser

From: Mr. Pat Harstead

Subject: Project 309 B Homebound Fourth Quarter Progress Report

When Project Homebound terminated on June 30, 1971, 342 students had enrolled in the program. The fourth quarter (April, May, June) showed an increase of 36 students.

During March and early April considerable time was spent by staff and consultants in writing the new 309 B proposal Experiment in Butte. This proposal is an expansion of Project Homebound and is concerned with innovations in the delivery of ABE core curricula.

On March 6, 1971, an adult education workshop was held in Butte sponsored by Mr. Brent Poulton, Montana State ABE Supervisor in conjunction with Homebound personnel. This workshop laid the foundation for changes in GED requirements which were approved by the State Board of Education in May.

In-service teacher training continued throughout the fourth quarter emphasizing new approaches and innovative ideas in the delivery of core curricula. Basic and secondary classes continued during this period at the neighborhood centers.

In April non-partisan evaluators began personally contacting each student in the program. Checklists containing pertinent questions evaluating each student's opinion of the program were assembled in May and this information was entered in the final report.

On April 26, 1971, Dr. Pete Reiser, Project Evaluator, with the U. S. Office of Education, Washington Staff arrived in Butte. He consulted with project staff, students, and volunteers. His advice was most helpful.

During May follow-ups were made on students, including those who have passed the GED, those who have transferred to other programs or entered into gainful employment, and drop-outs. This information is entered in the final report.

Individual student progress reports were prepared within each team. Materials used by each team, together with innovative methods and approaches to Adult Basic Education curricula delivery, are being prepared by each team for inclusion in the final report. Flow charts depicting and narrating how Project Homebound may be replicated in other communities were started in May and were completed on June 25, 1971. This information also is contained in the final report.

On May 26 at their state convention at Lewistown, Montana, the Butte Senior Citizens Council (Participants in Project Homebound) proposed and passed the following resolution to be submitted at the National White House Conference on Aging: Senior Citizens must be more fully utilized as educational volunteers, and ABE Homebound instruction must be implemented nationally for America's Senior Citizens.

Although enrollment closed on May 31, 1971, student instruction continued until June 18, 1971. Non-partisan project evaluators had personally contacted all students by mid-June. The results of this evaluation are shown in the final report. Master teachers, teacher aides, and volunteers submitted their own student personal progress reports for each team. The master teacher was held responsible for the final typewritten student progress report which was prepared within the team and submitted by June 25, 1971. The master teacher was also held accountable for checking the files on student hours of instruction

completed. The master teacher submitted a list of students who would take the GED and the grades of the students who have taken the GED. A list was also submitted of those students who desired further instruction if the program is refunded. Most students who have not completed their studies are requesting further instruction in the Fall. All teaching materials were returned by instructors and inventoried by the Assistant Project Director by June 25, 1971.

Since all those involved in Project Homebound were in a position to make valuable contributions to the final report, "brainstorm" sessions were held by the staff during the last two weeks of in-service training. Ideas were later organized in outline form by master teachers, flow diagrams were designed by the administrators, and the narratives, and final compilations were achieved by a select corps of eight: two administrators, two master teachers, two aides, and two office personnel.

The final report shows that sending teachers into the homes and neighborhoods of adults, rather than bringing them into classroom situations before they are ready to publicly expose themselves as undereducated adults, has paid dividends and has been demonstrated as effective. An expansion of Project Homebound to further implement its contact and feeder aspects, coupled with proven and innovative approaches in vehicles for delivery of ABE core curricula, could greatly reinforce all adult education programs in America.

MONTHLY PROGRESS REPORT

April 30, 1971

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte Vo-Tech Center

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Mr. Pete Reiser

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Dr. Pete Reiser

From: Mr. Pat Harstead

Subject: Activities in Project 309 B

On April first, 1971, 306 Students had been enrolled in Project Homebound. Fourteen students were added to the program during the month, bringing total enrollment to 320 students on April 30, 1971.

During March and early April considerable time was spent with staff and consultants in eliciting innovative ideas in curricula delivery for our new 309 B Proposal the Experiment at Butte. The new proposal was completed and mailed to Washington, D. C., on April 7, 1971.

The workshop conducted in Butte by Mr. Brent Poulton, Montana State ABE supervisor, laid some preliminary ground work for changes which were approved by the State Board of Education concerning G. E. D. requirements. (Addendum)

In-service teacher training classes continued in April. One in-service session was held at the Clark Mansion. This mansion is a state historical landmark built in 1887. Project Homebound staff toured the mansion and then a luncheon was held at the mansion for a staff teacher soon to be married.

Basic and secondary classes were held at the neighborhood centers during April. Student attendance fell off at one center but efforts are being made to feed new Homebound students into this center.

Project Homebound evaluators began personally contacting each student in April. A checklist containing pertinent questions evaluating the program will be completed in May. The results of this survey will be shown in the flow diagram in our final report.

Dr. Pete Reiser, Project Evaluator, from the U. S. Office of Education, Washington Staff arrived in Butte, Montana, on April 26, 1971. He spent all of his time in Butte consulting with Project Homebound administrators, teachers, volunteers and students. Dr. Reiser visited a neighborhood center, the Butte Vocational-Technical Center, and the Old Central High School where Project Homebound has its office and in-service classroom. Dr. Reiser was highly appreciated by all who consulted with him. His advice was helpful in all areas but especially in recruitment and retention of volunteer teachers.

From April 1, to April 30, 1971, the following Project Homebound activity was recorded:

Number of Students	320
Number of classes held	559
Number of class hours	1631:30
Average number of hours per class	4:30

On April 30, 1971, 320 students were enrolled in Project Homebound.

ADDENDUM

STATE OF MONTANA

SUPERINTENDENT OF PUBLIC INSTRUCTION

HELENA 59601

April 30, 1971

DOLORES COLBURG

Mr. Leo Maney
Montana College of Mineral
Science and Technology
Butte, Montana 59701

Dear Mr. Maney:

At the April 13-14, 1971 meeting of the State Board of Education, action was taken affecting the General Educational Development testing policies regarding the minimum age requirement and the American Government requirement.

The following policy, as reported in the Board's official minutes, was approved:

"A person 17 years of age or older who does not meet the minimum age requirements for issuance of a high school equivalency certificate may be admitted to take the GED tests at an Official General Educational Development Testing Center under the provisions which follow.

"The person must have been out of a formal high school classroom situation for a period of one year before making application, or the high school class of which he was a member must have been graduated. In addition, one of the following conditions must obtain:

"1. A written request is made by an employer for an applicant who must establish high school equivalency for job opportunities.

"2. A written request is made by a college or university official who will consider accepting the applicant on the basis of GED test scores.

"3. A written request is made by a recruiting official for a person who wishes to enter a branch of the Armed Forces where high school equivalency is a prerequisite.

"4. Applicant has completed a program of instruction provided by such agencies as the Job Corps, the Postal Service Academy or others sponsoring apprenticeship training programs, and a certificate of completion is presented by the director of the program to an examiner at an Official GED Testing Center."

In respect to item 4 above, the names of the individuals to be tested must be furnished by the director of the educational or training program to both the GED Official Testing Center and to the GED Testing Supervisor of the Office of the Superintendent of Public Instruction, Mrs. Shirley Miller, prior to testing. The "program of instruction" referred to in item 4 also may be interpreted to mean that portion of a larger program which is designed to complete basic education needs.

The State Board of Education also granted approval to the following:

> "Request deletion from General Education Development testing policy of the requirement that an American Government test or course of study be a prerequisite for admission to the GED examination."

The basis for the recommendation as reported in the Board's official minutes follows:

> "At the present time, either the satisfactory completion of a course of study in American Government or a passing mark on the state-constructed American Government test is a prerequisite for admission to the GED examination.
>
> "A comparison of the American Government test with GED test 2, 'Interpretation of Reading Materials in the Social Studies,' proves that the state-produced test is both inferior in quality and duplicative in coverage.
>
> "GED test 2 covers many important aspects of American Government. Only four other states require satisfactory completion of a course in American Government as a prerequisite for admission to the GED examination."

We would appreciate your notifying other interested persons, such as those offering GED preparation courses in your area, of the Board's actions.

As you may know, plans are now being made for a statewide GED workshop in early June. Formal invitations and the agenda will be sent in May. In the meantime, we would appreciate receiving any suggestions you may have as to other people who may be interested in attending the workshop.

Sincerely,

Dolores Colburg

DOLORES COLBURG
State Superintendent

DC:nl

MONTHLY PROGRESS REPORT

May 31, 1971

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte Vo-Tech Center

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Dr. Pete Reiser

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Dr. Pete Reiser

From: Pat Harstead

Subject: Activities in 309 - B

On May 1, 1971, 320 students had been enrolled in Project Homebound. Twenty-two students entered the program during May bringing total enrollment to 342 students at month's end. Student enrollment closed on May 31, 1971, in order to facilitate preparation of final report.

All Project Homebound students are being personally contacted during May and June by Project evaluators. The results of this evaluation are not complete, but statistics compiled to date rate instruction in the good to excellent category. During May follow-ups were made on students, including those who have passed the G. E. D., those who have transferred to other programs or entered into gainful employment, and drop-outs.

Individual student evaluation reports are being submitted by each team teacher. These reports are being prepared within the team. Materials used by each team, together with innovative methods and approaches to Adult Basic Education curricula delivery are being prepared by each team for inclusion in the final report. A flow chart depicting and narrating how Project Homebound may be replicated in other communities was started in May and will be completed on June 25, 1971.

In-service training for teachers and aides continued in May. Basic and secondary classes also continued at the three neighborhood centers. When this program terminates on June 30, 1971, approximately 40 Project Homebound students will have taken the G. E. D. examination. To date all of our students who have taken this examination have passed it.

On May 26 at their state convention at Lewistown, Montana, The Butte Senior Citizens Council (Participants in Project Homebound) proposed and passed the following resolution to be submitted at the National White House Conference on Aging: Senior Citizens must be more fully utilized as educational volunteers, and ABE Homebound instruction must be implemented nationally for America's Senior Citizens.

With the advent of May's warmer weather a decline in student attendance was recorded by the six teaching teams. However, most students who are withdrawing in May and June are requesting further instruction in the fall if the new proposal is funded.

From May 1 to May 31, 1971, the following Project Homebound Activity was recorded:

Number of students	342
Number of classes held	590
Number of class hours	1535:45
Average number of hours per class	2:36

On May 31, 1971, 342 students were enrolled in Project Homebound.

MONTHLY PROGRESS REPORT

June 30, 1971

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte Vo-Tech Center

Butte, Montana

Prepared For

Department of Health,

Education and Welfare

ATTENTION: Dr. Pete Reiser

Education Program Assistant

Prepared By

Mr. Pat Harstead — Project Director

Mr. Herb Venner — Assistant Director

To: Dr. Pete Reiser

From: Mr. Pat Harstead

Subject: Activities in 309 B

On June 1, 1971, 342 students had been enrolled in Project Homebound. Although enrollment closed on May 31, 1971, student instruction continued until June 18, 1971. Non-partisan project evaluators had personally contacted all students by mid-June. The results of this evaluation are shown in the final report.

Master teachers, teacher aides, and volunteers submitted their own student personal progress reports for each team. The master teacher was held responsible for the final typewritten student progress report which was prepared within the team and submitted by June 25, 1971. The master teacher was also held accountable for checking the files on student hours of instruction completed. Furthermore, the master teacher submitted a list of students who would take the GED and the grades of the students who have taken the GED. A list was also submitted of those students who desired further instruction if the program is refunded. All teaching materials were returned by instructors and inventoried by the Assistant Project Director by June 25, 1971.

Since all those involved in Project Homebound were in a position to make valuable contributions to the final report, brainstorm sessions were held by staff during the last two weeks of in-service training. Ideas were later organized in outline form by master teachers, flow diagrams were designed by the administrators, and the narratives and final compilations were achieved by a select corps of eight: two administrators, two master teachers, two aides, and two office personnel.

The final report shows that sending teachers into the homes and neighborhoods of adults rather than bringing them into classroom situations before they are ready to publicly expose themselves as undereducated adults has paid dividends and has been demonstrated as effective.

An expansion of Project Homebound to further implement its contact and feeder aspects coupled with proven and innovative changes in vehicles for delivery of ABE core curricula could greatly reinforce all adult education programs in America.

From June 1 to June 30, 1971, the following Project Homebound activity was recorded:

Number of students	342
Number of classes held	172
Number of class hours	751:15
Average number of hours per class	2:20

When this project terminated on June 30, 1971, 342 students had been enrolled in the program.

ADDENDUM

Project Homebound Wrap Up

1. No more student applicants.

2. Teaching will terminate Friday June 18, 1971.

3. Teacher and teacher aides submit student evaluation reports for each team. Each team teacher is responsible for final typewritten student evaluation sheets which will be prepared within team and submitted by June 25, 1971.

4. The team teacher is responsible for checking files on student hours of instruction completed. Information may be obtained from student enrollment date and individual student file. No files will be taken from office.

5. General project evaluation will be made in seminars from June 21-25, 1971.

6. Return all teaching materials and inventory by June 25, 1971.

7. The team teacher will submit list of students who will take the GED and grades of students who have taken GED.

8. The team teacher will submit a list of those students on her team who desire further instruction.

STUDENT'S NAME

ADDRESS

PHONE

1. TEACHER'S COMPETENCY_____

2. TEACHER'S RELIABILITY_____

3. TEACHER'S PREPAREDNESS_____

4. PROGRAM'S EFFICACY_____

5. DO YOU WANT MORE INSTRUCTION?_____

6. WILL YOU CONTINUE IN ABE IF PROGRAM IS DISCONTINUED?_____

7. WOULD YOU ATTEND A NEIGHBORHOOD CENTER?_____

8. ARE YOU SATISFIED WITH CURRICULUM?_____

9. DO YOU HAVE SUFFICIENT BOOKS AND SUPPLIES?_____

10. WILL YOU CONTINUE IN THIS PROGRAM IF WE ARE REFUNDED?_____

ERIC Clearinghouse

JUL 19 1971

on Adult Education